

Church-Related Boards Responsible for Higher Education

JAMES C. MESSERSMITH

*Specialist, State and Regional Organization
Division of Higher Education*

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Anthony J. Celebrezze, *Secretary*
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FOREWORD

THE SCOPE and complexity of the programs and services provided by institutions of higher education in this country continue to increase. At the same time the nature of the organizational framework or structure required for the effective administration and control of these institutions has taken on added significance, and is receiving greater study. Current information on the subject of board structure and function is being increasingly sought by many persons and agencies involved in public and nonpublic higher education, including boards and administrations of colleges and universities, educational agencies of religious bodies, legislative commissions, and governors and their executive agencies.

Four years ago the Office of Education published a study on the organization and operation of State boards concerned with *public* higher education. Until the release of that study, such information had not been available on a State-by-State basis.

This publication is designed to satisfy the need for more adequate and current information on interinstitutional coordination and control of *nonpublic* higher education. In essence, this study constitutes a description of the organization and functions of denominational boards and related agencies having governing, coordinating, supervisory, or other working relationships with groups of church-related colleges and universities.

It is not the purpose of the study to report data on the higher education boards of *all* religious denominations having such boards. It is rather intended to give a comprehensive description and depth analysis of a limited number of these boards and to identify problems, issues, strengths, and weaknesses in their structure and function. The boards reported in the study vary widely in regard to the number and type of institutions with which they have working relationships, and in the nature and scope of their responsibilities to these institutions. They may thus be considered as constituting a broad sampling of church-related boards of higher education.

Much of the material in this report has been provided by staff personnel of various denominational boards of higher education and by other persons professionally qualified in this field of study. In addition, the author of the publication has collected, organized, ana-

lyzed, and interpreted information obtained from numerous published resource items and from personal interviews and conferences.

Perhaps the most salient fact brought out in the study is that the denominational groups involved sense keenly the need to identify more clearly the relationships which *do* exist and those which *should* exist between the denomination, through its educational board or agency, and the institutions of higher education related to it. In the view of the author, this report will have served a doubly useful purpose if, in addition to presenting current information on the structure and functions of denominational higher education boards, it stimulates the individuals and agencies concerned to define and clarify with greater assurance, decisiveness, and accuracy the board-institutional relationships considered essential, desirable, and practicable. Only when this has been done can proper attention be given to establishing the most functional administrative structure or mechanism for the fulfillment of these relationships.

The views stated in this report do not necessarily represent an expression of official position of the Office of Education.

ERNEST V. HOLLIS, *Director*
College and University
Administration Branch

R. ORIN CORNETT, *Director*
Division of Educational
Organization and Administration

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I PART I

PART I

**Overview, Analysis, and Evaluation of Nonpublic
Higher Education Boards and Related Agencies**

CHAPTER I

Background of the Study

NONPUBLIC INSTITUTIONS of higher education are those which are not owned, operated, supported, or controlled by Federal, State, territorial, municipal, county, or district governments. Some are independent, while others are denominational, or church-related. Of the 2,139 institutions of higher education listed in Part 3, *Office of Education Directory*, 1,377, or more than 60 percent, are private. Of the 1,377 private institutions, 507 are independent, 483 are affiliated with the Protestant denominations, 361 are Roman Catholic institutions, and 26 are otherwise classified.¹ Independent colleges have their own institutional boards of trustees or directors, are not related to or supported by religious denominations, and are not part of a State public higher education system. This study is concerned only with denominational boards of higher education which have governing, coordinating, supervisory, or some other type of working relationships with groups or "communities" of church-related higher institutions.

Throughout our history, denominational colleges and universities have contributed significantly to the development of professional trained leadership in this country. Today these institutions continue to be an important part of higher education, and provide diversity by enlarging the American college student's choice in the type of school he attends.

Purpose of the Study

The concept of "college education—a luxury" is rapidly giving way to that of "college education—a necessity." At the same time, the costs of higher education are rising, enrollments are increasing, and programs and services are being expanded. These developments

¹ Theresa Birch Wilkins. *Education Directory, 1963-64: Part 3. Higher Education*, OE-50000-64. Washington: U.S. Government Printing Office, 1964, p. 12. The 26 institutions "otherwise classified" include 1 Greek Orthodox, 9 interdenominational, 8 Jewish, 4 Latter-day Saints, 1 Reorganized Latter-day Saints, 2 Russian Orthodox, and 1 Unitarian.

have been contributing factors in the modification of old, and the evolution of new, patterns of organizational structure in higher education.

Increasing instances may be noted of a closer coordination of effort between two or more institutions to cope with current higher education problems. Many States have established interinstitutional boards for the purposes of supervision, coordination, or control of public higher education institutions. In at least 40 of the 50 States, for example, there exists today some type of arrangement for coordination, on a statewide basis, which affects all or a major part of the publicly supported higher institutions.

Higher education boards have also been created by a number of religious denominations. These boards have a general responsibility for all higher education matters involving the denomination. However, little published information is available which describes the nature and organizational structure of these boards or the nature of the relationships between the boards and the denominationally related institutions. This study is designed to provide more adequate and current information of the kind just stated.

Related Studies

Few studies are available which treat the subject of denominational higher education board structure, organization, and function.

One such study, *Denominational Policies in the Support and Supervision of Higher Education*,² was published in 1929. It gives in some detail an appraisal of the religious, educational, and financial policies of church higher education boards; the purposes and powers of such boards; and a summary of board organization and procedure.

Another study, *The Church and the Four-Year College*,³ presents an appraisal of the relationship of the church and the 4-year liberal arts college and describes the contribution of various denominations to higher education, but it does not treat problems of administration and supervision of the colleges by the denominations. It is primarily historical, dealing with the development of many individual colleges.

A rather extensive survey has recently been undertaken by the Danforth Foundation, in St. Louis, Mo. Initiated in 1962 and scheduled for completion in 2 or 3 years, the study seeks to present a comprehensive appraisal of church-related colleges and universities, ex-

² Paul Moyer Limbest. *Denominational Policies in the Support and Supervision of Higher Education*. Teachers College, Columbia University, Contributions to Education, No. 378. New York: Bureau of Publications, Teachers College, Columbia University, 1929. 242 p.

³ Guy E. Snavely. *The Church and the Four-Year College*. New York: Harper and Brothers, 1955. 216 p.

clusive of theological schools, which will show their quality, problems, and their future role. The study will be conducted by the Danforth Commission on Church Colleges and Universities. The project seeks to determine:

- (1) The most important influences (academic, religious, secular) on the development of church-related institutions in the United States (and perhaps Canada);
- (2) The important factors of clientele, faculties, students, curricula, government (relations with church agencies), and financing of these institutions;
- (3) The role of church-related colleges and universities in this country;
- (4) Methods of judging the academic and religious performance of church-related colleges;
- (5) Significant points of strength and weakness in church-related colleges and the effectiveness of church agencies in promoting the quality of the institutions;
- (6) A course of action for the future development of these colleges and universities.

In addition, a number of surveys, largely historical, have been published which deal with various aspects of higher education as related to individual religious denominations.

A study concerned with *public* higher education boards was published by the Office of Education in 1960. This study, entitled *State Boards Responsible for Higher Education*,⁴ was confined to State boards having responsibilities for *public* institutions of higher education, including junior colleges. Of primary concern were the characteristics of each board, scope of responsibility, and number and type of each institution under its jurisdiction.

Literature dealing with interinstitutional control and coordination in Roman Catholic higher education is very restricted. There is no one work on the subject. Recently, mention of intragroup government and cooperative patterns among Catholic religious communities engaged in higher education has been made in three unpublished doctoral dissertations at the Catholic University of America Graduate School of Arts and Sciences. The three titles and their authors are "The Role of the Franciscan Sisters in American Higher Education," 1962, Sister M. Veronice Engelhardt, O.S.F.; "The Role of American Benedictine Institutions of Higher Education for Women," 1962, Sister M. Kathryn Zimmer, O.S.B.; and "The Sisters of Mercy in American Higher Education," 1963, Sister Mary Christina Bouey, S.M.

⁴ S. V. Martorana and E. V. Hollis. *State Boards Responsible for Higher Education*, OE-53005, Circular No. 619. Washington: U.S. Government Printing Office, 1960. 254 p.

Two preliminary studies dealing specifically with documents of agreement or control among Catholic religious communities participating in higher education have been made by George F. Donovan.⁵ The titles of the two reports are identical: "A Study of Agreement and Control Exercised Among Selected Catholic Educational Groups in Higher Education." The first study (August 6, 1962) concerns itself with 14 Catholic higher educational associations. The second (December 10, 1962) covers seven religious communities and their educational organizations and boards.

Scope of Study

Many of the religious denominations in the United States conduct educational activities in varying degrees. Not all of them, however, have denominationally related institutions of higher education or denominational boards of higher education. Some function through a committee or commission whose primary purpose is to administer funds to students; others maintain relationships with only one school. In some instances the relationship of denomination to institution is advisory only. In others the relationship is historical only, existing because the school was established by members of that denomination or because the denomination at one time contributed funds to the school. This survey is limited to denominational boards of higher education which have working relationships with *groups* of non-public higher education institutions. Furthermore, it is largely confined to an analysis in depth of the higher education structure of eight denominations: Baptist, Disciples of Christ, Lutheran, Methodist, Presbyterian, Protestant Episcopal, United Church of Christ, and Roman Catholic.

The study sought to describe, analyze, and evaluate the organization and functions of denominational boards and related agencies having governing, coordinating, supervisory, or other working relationships with *groups* of nonpublic higher education institutions. Of primary concern were the characteristics of each such church agency, its scope and type of responsibility, the number and type of institutions under its auspices, and the authority, if any, exercised by the denominational board in relation to its institutions. Additional information was developed, which included legal and/or denominational status of the board; membership composition; frequency, type, and purpose of meetings; central office staff and operations; and procedures employed in carrying out its functions and responsibilities.

⁵ Dr. Donovan is Interim Associate Professor of Education at the Catholic University of America.

ties, both within the denomination and with other denominational boards and public agencies concerned with higher education.

Procedures

Staff personnel of denominational boards of higher education were invited to submit case reports on the boards and related agencies having working relationships with denominationally related higher institutions. An Outline Guide (appendix to this study), designed to serve as a general framework for the preparation of these reports, was provided to each of the participating denominations.

After the reports were received, they were edited, revised as necessary, and returned to the authors for verification and approval. In some instances the information submitted required rather extensive editing, revision, and supplementation.

The case reports, chapters VIII through XVI (excluding chapter XV), constitute descriptive statements of the organization, functions, and other characteristics of the denominations' higher education boards and related agencies. An analysis and evaluation of the data reported in these chapters are presented in chapters III-VII. Chapters III, IV, and V present analytical information on Protestant boards of higher education, while the information presented in chapter VI deals with Catholic boards of higher education. Originally, it was planned to present the analytical and evaluative data on both Protestant and Catholic higher education agencies in Chapters III, IV, and V. However, due to substantial differences in the nature of the information reported for the Protestant groups and Catholic groups, and to distinct contrasts in terminology and phraseology used by the two groups, it was felt to be more practicable to report on the Protestant and Catholic groups separately.

In addition to the information contained in the case reports, data on the organizational structure and functions of a number of other denominational boards of education were secured from documents and related materials made available to the Office of Education. An analysis of these data is presented in chapter XV.

Chapters I and II present background and procedural information on the study itself and a brief historical review of church-related higher education in this country.

Definition and Explanation of Terms

The following explanatory comments are made to clarify the reader's understanding of certain terms as used in this report.

Denomination—An organized, functioning church body or sect, in the aggregate, not the local, sense.

Denominational Board of Higher Education—Any board, department, division, commission, or related agency responsible for carrying out the denomination's higher education programs and/or maintaining working relationships with the denominationally related higher institutions.

The responsibilities of such boards, with reference to the denominationally related institutions, are classified in this report as follows: *governing*—responsibilities stated in the church discipline, rules, regulations, or elsewhere, which involve direct institutional operation and control; *coordinating*—responsibilities, set forth as above, which involve matters of educational policy, but which do not include institutional operation and control; *governing-coordinating*—responsibilities, set forth as above, which involve both governing and coordinating functions; and *others*—responsibilities, set forth as above, which are of an advisory or supervisory nature, but which do not include authority to govern or to coordinate matters of educational policy.

Denominational, or Church-Related Institution—The concept of the term "church-related," when used with reference to a college or university, varies widely, from that of institutions completely independent of control by the religious body but with some historical connection or relationship, to those with widely different contractual arrangements, to actual control of the institution by a church organization.⁶

At least five types of control of denominational colleges and universities may be noted: First, ownership of the institutions by a religious denomination or by a subdivision of such denomination; second, control of the institution's major policies by the denomination or other religious body through the selection or approval by such agency of all or a majority of the members of the institution's governing board; third, government by a self-perpetuating body, but with the requirement that a majority of the institutional board president, and sometimes other officers, shall be members of a particular religious body; fourth, no control over the institution by denominational agency in the selection of its trustees or other officers, or with regard to its policies, but only an historical influence on the institution by the denomination, due either to the institution's having been established by that denomination or by its having been given denominational support during its early history; ⁷ fifth, that exer-

⁶ "Protestant Church Related Colleges and Universities." *Information Service*, Vol. XLI, No. 3. February 1962. (Bureau of Research and Survey, National Council of the Churches of Christ in the United States of America, 475 Riverside Drive, New York 27, N.Y.)

⁷ Elbert Vaughan Willis. *The Growth of American Higher Education*. Philadelphia: Dorrance & Company, 1936, pp. 64-65.

cised by the denomination through the granting or withholding of financial support to the institution.

In answer to the question, "What is a church-related college?" Merrimon Cuninggim has stated that it is more than an institution that is owned and/or controlled by some denomination, since legal ownership and true control have been abandoned, if they ever existed, for many institutions so designated. At the other extreme, a definition that suggests that church-related colleges are those which are rooted in or possess historical connections with some religious denomination would be much too broad, since such a definition would encompass nearly all the independent colleges of this country, as well as a few of the early State institutions. He further suggests that whether a college is considered church-related depends partly upon whether there is any organic tie between the college and the denomination. Such organic ties are of great variety and character, ranging from outright ownership and control of the institution to the provision that a certain proportion of the members of the governing board of the institution must be members of the parent denomination.

Whether a college is considered church-related may even depend on who is answering the question. If the denomination is answering, the answer is quite likely to be affirmative. If the college is answering, the reply is likely to be less certain, determined perhaps by who is asking the question. If the denomination is asking, the reply of the college is likely to be affirmative. If an agency such as the Federal Government is asking the question, the institution's reply may quite likely be negative.

If the college says that it is not church-related, the indication is pretty clear that this is true. Thus, a church-related college may be considered a college that recognizes the existence of some kind of organic tie between itself and the parent denomination.⁸

In *American Catholic higher education*, terms are employed which are not commonly known and understood in other higher educational circles. Some such terms, used in this report, are explained below. Two groups of terms are defined—one largely educational in character, and the other largely religious in meaning.

(1) Educational terms

Catholic educational association, also called a Conference or a Meeting, is generally a voluntary organization of educational institutions or group of institutions conducted by a religious community. It has the responsibility for providing the legislation, coordination, advice, supervision, and related powers for the member institutions. An educational association whose membership is limited to women may embrace institutions on different educational

⁸ Merrimon Cuninggim. *The Protestant Stake in Higher Education*. Washington, D.C.: Council of Protestant Colleges and Universities, 1961, pp. 2-3.

levels, such as 4- and 5-year colleges, professional schools, 2- and 3-year junior colleges, secondary schools, elementary schools, kindergarten, and special schools.

An educational association for men comprises two broad levels of education, higher and secondary. Higher institutions include universities, colleges, professional schools such as schools of theology and philosophy, and technical and scientific institutions. In a few instances, elementary schools are conducted by religious communities of men. There are also educational associations open to both men and women. These associations hold annual meetings at which general and special sessions are featured. In addition, regional meetings are also held from time to time.

Boards of control are of two major types, the overall responsible governing board, and the educational or delegated board, often called the executive committee. The governing board or council has broad powers, sometimes only advisory in nature, in relation to the superior general of the religious community, and sometimes shared with the superior general. Such matters as policy, appointments, and related authoritative subjects come before the board for decisions. The executive committee, responsible to the board of governors, has varying powers of legislation, coordination, supervision, information, and counsel. Actually, the authority exercised by the committee depends upon the degree of responsibility which the governing board decides to grant it. Statements on such delegated authority are found in association governing documents.

Subordinate groups or boards are usually identified with one or more particular areas of responsibilities. They report back to a higher board, either to the executive committee or to the governing board, or both.

Commission refers to a group to which broad questions of major interest to the commission membership would be assigned for discussion and study. To a commission composed of liberal arts college representatives, the challenge of the professional curriculum might well be an appropriate subject for the agenda.

Conference, in addition to being an alternative term for association, also applies to a particular group charged with the examination, identification, and exchange of views on problems connected with a particular type of institution, such as the graduate school, the school of engineering, or the school of philosophy.

Research council is specifically asked to study, evaluate, promote, and make available information on research programs and grants.

Editorial board is responsible for the editing and publishing of association publications, such as the journal, newsletter, annual proceedings, reports, and works of individual members.

Committee for the annual meeting is responsible for the plan-

ning, arrangements, and sometimes the evaluation of the annual general meeting. Very often this committee is a small group which conducts its work informally.

Special types of institutions of higher education, designed to provide the necessary educational and other backgrounds for the formation of brothers, priests, and sisters constitute an integral part of the organization of Roman Catholic higher education for the preparation of candidates for religious life. These formation institutions, identified below, are known as diocesan seminaries and religious houses of formation and are of two kinds, major and minor.

(a) *A major seminary or religious house of formation* is a school or institute preparing young men exclusively for the priesthood which teaches all or any part of the 6-year program ordinarily taught in a major seminary, i.e., philosophy (upper division college) and theology.

(b) *A minor seminary* is a school or institute training young men exclusively for the priesthood which teaches all or any part of the 6-year program ordinarily taught in a minor seminary, i.e., high school and junior college courses.

(c) *A major-minor seminary* is a school or institute having all or part of the major and minor programs of study.

(d) *Houses of religious formation for women* consist in part of 2- and 3-year junior colleges whose program is designed to prepare young women candidates for religious life. There are also 4-year colleges designed to prepare women students for the sisterhood. A university for the advanced education of sisters and lay women has been proposed and discussed.

(2) Religious terms

The following religious terms found in this report are frequently employed in Catholic higher education literature. They are identified here in this connection.

Abbess refers to the superior or chief executive of an abbey of religious women.

Abbot is the father or highest superior or chief executive officer of a Benedictine community of monks, elected by the monks of that community.

Congregation is a religious community whose members are bound by a common rule under which simple vows are pronounced.

Assistancy applies to a group of provinces or divisions of territory generally having a common language and located within one country or within one country and an adjacent nation or nations. The American Assistancy of the Society of Jesus, for example, embraces 11 provinces located within the boundaries of the United States.

Canon law is the body of laws formulated by the Roman Catholic Church for the discipline of its members, including members of religious communities engaged in higher education.

Constitution is a basic document under which an educational association carries out its purposes and program. An example is the Constitution of the Dominican Education Association. This educational association constitution is not to be confused with the religious or monastic constitution, which provides the rules under which religious institutes are governed. An example of a religious constitution is the Constitution for the Religious Sisters of Mercy of the Union.

Council is an advisory group to the religious superior and is found on all three levels, local, provincial, and international. In addition, it also applies to the governing body or executive committee of the educational association sponsored by the religious community.

Director of Studies, also known as a Prefect of Studies, in a province is the assistant to the provincial for the educational matters of the province and supervises the educational work of the province for the provincial.

Father General is the chief executive, on the international level, for the Society of Jesus. He is elected for life by the provincials, the appointed provincial chief executives, and by two electors from each province.

Order is a religious society or institute of men or women whose members live in community and take solemn vows.

Prior is the superior or the assistant to an abbot in a monastery.

Priory is a monastery, one in a monastic congregation, governed by a prior or a prioress.

Provincial, Father Provincial or Provincial Superior, is the provincial chief executive, appointed in the case of the Society of Jesus, or elected by delegates within a province, generally for a 6-year term. He has charge of a group of houses in a geographical area.

Superior, used alone, refers to the local superior, who is in charge of one house. He may be appointed by the Provincial Superior or by the Superior General upon the recommendation of the Provincial Superior and his consultors, or he may be elected by the members of the local religious community.

Union applies to an organization of several religious congregations having the same constitutions and purposes. An example is the Religious Sisters of Mercy of the Union.

CHAPTER II

Nonpublic Higher Education: Historical Resume

A DISCUSSION of the development of nonpublic higher education in this country should include some mention of the cultural influences which existed during various periods in our past. The colonies became independent commonwealths after the Declaration of Independence, wrote their individual constitutions, and based their political authority on sovereignty of the people. Education throughout this period was a function of political sovereignty; when conducted by private or religious groups, it was by permission of the State.

During the period of the alliance between church and State, political authority also legislated on religious matters. By and large, this authority was in the hands of the dominant church—the Anglican Church in the South and the Puritan Church in New England.

Establishment and Expansion of Church-Related Higher Education Institutions

The first institutions of higher education in this country were church-related and reflected the peculiar relationship of church and State. These colleges were also influenced by the social, political, and economic forces of the time. Although they were founded under religious auspices, they cannot, by current definition, be described as strictly "nonpublic" institutions because of the close church-State relationship which prevailed.

The first three colonial colleges were established under religious influence and for definitely religious purposes. Harvard College, established in 1636 by the Puritans, and the College of William and Mary, established by the Anglicans and chartered in 1693, were organized for the purpose of training ministers. The Congregationalists organized Yale in 1701 to uphold and propagate the Christian

Protestant religion. Of the remaining colleges established during the early period which exist today, most were founded directly by a religious denomination.

The Westward Movement, the Industrial Revolution, the growth of urban population, the rise of the labor movement, the development of steam and rail transportation, and the humanitarian and social reform movements all characterized the Revolutionary period. As a consequence of broader, more liberal religious views, there was a multiplication of religious denominations, especially on the frontier. The States, which could no longer legislate religious conformity of the dominant faith, granted religious groups more privileges, including the right to conduct their own schools. Private schools increased greatly in the form of endowed schools, incorporate schools, venture schools, and denominational schools. With the emergence of secular concepts and interests and new philosophies, almost all religious sects built their own colleges to teach their respective doctrines.

With the exception of a few State universities, most of the colleges founded between the Revolution and the Civil War were organized and supported by religious interests. The denominational college thus represented the prevailing college during this middle period, although many did not survive. After the Dartmouth Decision of 1812, in which the Supreme Court stated that private colleges were, in general, to be free from legislative control, it was possible for private and denominational colleges to be relatively free of State influence.

The Presbyterians, Congregationalists, and Episcopalians took the lead in establishing colleges. "When the Cornerstone of Westminster (Missouri) was laid on July 4, 1853, it was announced that fully two-thirds of all colleges in the United States were then directly or indirectly under the control of the Presbyterian Church."¹

The first college established by the Baptists was Columbian College (George Washington University), chartered in 1821. The Disciples of Christ established Bethany College in West Virginia in 1840. The Lutherans established Pennsylvania University (Gettysburg College) in 1832. Cokesbury College in Maryland, opened in 1787, represents one of the early Methodist efforts. The first Roman Catholic college established in this country was Georgetown University, founded in 1789. Periodically, other denominations established colleges, some of which became State universities while others remained church-related colleges.

¹ Guy E. Snively. *The Church and the Four-Year College*. New York: Harper & Brothers, 1955, p. 106.

Techniques and Mechanisms for the Government and Coordination of Nonpublic Higher Education

In 1637 the General Court of the Massachusetts Bay Colony appointed a committee of 12 to oversee the establishment of Harvard College, and in 1642 established a board called the Overseers of Harvard College, composed of the Governor, the Deputy Governor, the Magistrates, 6 teaching elders, and the President of the college. The function of this board was to direct the work of the college. The college became a corporation in 1650 with the granting of the charter, and became known as the President and Fellows of Harvard College. The overseers and the corporate body formed a bicameral system of institutional control.

The charter of the College of William and Mary provided for a corporation to hold the property of the institution and to administer its affairs. Ultimate control was vested in a Board of Visitors and Governors.

Control of Yale College was originally vested in a single board consisting of 10 trustees, all ministers. Later, the rector was added as trustee ex officio. In 1745, the second charter was granted and the rector and trustees were known as the President and Fellows of Yale College in New Haven. This type of control—vested in a single body and without representation of the teaching body—was followed generally by later institutions, and has become the characteristic form of control in American colleges and universities.

Evolution of Denominational Boards of Higher Education

The rapid increase in the number of denominational colleges and schools during the latter half of the 19th century made it apparent that the different Protestant Church bodies needed some sort of central denominational authority to coordinate their educational efforts and to exercise direction over the institutions established under their auspices. A particular need for an organization of this kind arose in some denominations from the necessity of giving financial support to their institutions, especially the newer ones in the West, if they were to continue. As a result, a number of denominational boards of education were created during this period and in the early years of the 20th century.²

Except for small local organizations, the American Education Society, founded in 1815 under the name of "The American Society for

² U.S. Office of Education. *Privately Controlled Higher Education in the United States*, Bulletin 1934, No. 12. Washington: U.S. Government Printing Office, 1934. pp. 23-24.

Educating Pious Youth for the Gospel Ministry," was the first such organization established for educational purposes. This organization represented the cooperative efforts of Congregationalists and Presbyterians to aid individual students in securing an education.

The first organization to give direct aid to educational institutions was the Society for the Promotion of Collegiate and Theological Education at the West, established in 1843 to give aid to five institutions. The desire to coordinate the activities of educational institutions was one of the principal reasons for the establishment of this agency. It was not directly related to any denominational body and anyone could join by contributing annually to its funds. In 1874 this organization united with the American Education Society to form the American College and Education Society.

In 1879 the Congregationalists established the New West Education Commission to foster Christian education in Utah and neighboring States. This commission merged with the American College and Education Society in 1893 to form the American Education Society. The following year, the name was changed to the Congregational Education Society. Its purpose was to promote Christian education by assisting needy young men to acquire an education for the ministry and by aiding theological and collegiate institutions, academies, and schools. This board continued until 1921, when it transferred some of its work to the newly established Congregational Foundation for Education. In 1927, it merged with the Congregational Education Society. This agency permitted and acknowledged the autonomy of individual colleges. Its objectives were to help institutions at their request and to promote a closer relationship among the colleges and between the colleges and the churches.

The General Assembly of the Presbyterian Church in the United States of America established, in 1819, a Board of Education to assist in educating young people for the ministry. In 1848 this board was authorized to give aid to institutions. After the establishment of new boards for specific purposes and after several reorganizations, the Board of Christian Education was created in 1922 as an agency of the General Assembly, which delegates its functions. The support and maintenance of colleges and universities are primarily the functions of their regional church bodies, the synods. In 1859 the United Presbyterian Church of North America established a Board of Education to assist students for the ministry and to support academies.

Attempts by the Methodists to establish a Board of Education began in 1860. However, it was not until 1868 that such a board was actually created, with authority to aid students preparing for the ministry and for missionary work, and to aid colleges and universities. A related agency, the University Senate, was established in 1892 to evaluate and accredit the scholastic work of the colleges

and to regulate the expansion of the educational program. Limbert states:

"The Church has not made recognition of its institutions dependent upon any form of ecclesiastical control, and the relation of the Board to colleges is only advisory; yet the actual authority of the Board is strong because no institution can receive official recognition by the Church or receive support from Church funds without its approval. Annual Conferences may establish and support colleges and universities only with the sanction of the Board of Education, and their educational societies are regarded as auxiliaries of the Board."³

Boards of education were established by the Northern Baptist Convention in 1888; by the Disciples of Christ in 1901; and by the United Lutheran Church in 1918.

The Roman Catholic colleges and universities are, for the most part, controlled by religious orders. "There is no central authority, such as exists in a number of the Protestant Church bodies, for unifying and coordinating the educational work of the Catholic Church. The National Catholic Educational Association, which dates from 1899, seeks . . . to bring about cooperation between the various units of the Catholic school system . . . But the association is clothed with no authority over the schools."⁴

The earliest denominational boards of higher education were established for the purpose of giving aid to youths preparing to be ministers or missionaries. Direct financial support was later given to institutions, especially the pioneer colleges in the Midwest.

With the movement toward financial support of the institutions, there developed a recognition of the need for administrative efficiency and coordination of educational effort. Denominational boards of education endeavored to meet this need in several ways, including (1) *promotional*, by arousing interest in higher education among the churches, spreading information about the colleges and their needs, and developing a sense of responsibility for these institutions on the part of the denomination; (2) *financial*, by coordinating appeals for funds, providing security for the donors, and preventing waste and loss to institutions; and (3) *educational*, by giving advice on the location and expansion of colleges, thus curtailing undue multiplication of institutions, thereby reducing the competition for funds and students.⁵

Gradually, the board's responsibilities and supervision over the colleges expanded to include religious activity in tax-supported institutions, religious education in local churches, and a movement toward unifying all the educational work of the denomination under one organization.

³ Paul Moyer Limbert. *Denominational Policies in the Support and Supervision of Higher Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1929, p. 31.

⁴ U.S. Office of Education. *op. cit.*, p. 51.

⁵ Paul Moyer Limbert, *op. cit.*, pp. 49-50.

By and large, the more recently established boards have resulted from such factors as the reorganization of a church, revision of a church's constitution, the merger of several denominations, or the unification of several of a particular denomination's educational committees or similar agencies into a single organization. Some have also evolved with the relatively recent entry of specific denominations into higher education activities and programs, including the establishment of higher education institutions.

Denominational boards were created for various reasons, and their responsibilities, in general, today encompass broader areas than the supervision, administration, and support of higher education institutions. Among their other functions are the establishment and operation of Sunday schools, Christian youth activities, Bible institutes and conferences, and other programs of religious education. Their relationships with institutions of higher education range from the provision of advisory services to actual ownership and operation of the institutions. As creatures of the denominations' governing agents, these boards are official agencies of the Church.

CHAPTER III

Types and Responsibilities of Nonpublic Boards of Higher Education

THE GOVERNING BODIES of church denominations largely determine and approve the powers, duties, and responsibilities of denominational boards of higher education. These duties and responsibilities are generally stated in the *Discipline*, constitution, charter, or other denominational system of laws, rules, regulations, and procedures. While such denominational boards are held accountable to the denomination, they may be granted broad powers and considerable flexibility in operation.

It is not a simple matter to classify public boards of higher education by type.¹ Some may even question the attempt to do so. To classify denominational boards of higher education in similar fashion is an even more hazardous business, since the pattern of structure, purpose, and operation of these agencies shows greater variation than do public boards. Each such denominational board has been characterized by its own peculiar manner of evolution. Moreover, each has undergone modification and change through the years since its inception—change due both to internal and external factors, circumstances, and conditions.

In a recent study by the Office of Education, State boards responsible for public higher education were identified, enumerated, and classified as governing boards, coordinating boards, governing-coordinating boards, and "other" boards. Of 209 such boards identified, 108 were classified as governing boards, 8 as coordinating, 65 as governing-coordinating, and 28 as "other." Over 85 percent of the 209 boards were classifiable within the first three discrete categories.²

An effort to classify similarly the 12 Protestant denominational boards identified in Chapters XIII–XIV of the present study was largely fruitless.³ In 4 instances only—the Board of College Edu-

¹ See S. V. Martorana and E. V. Hollis, *State Boards Responsible for Higher Education*, OE-53005, Circular No. 619. Washington: U.S. Government Printing Office, 1960, p. 15.

² Martorana and Hollis, *op. cit.*, p. 16.

³ An evaluative analysis of Roman Catholic higher education boards, their structure, function, and related characteristics is presented in Chapter VI.

cation of the American Lutheran Church, the Board for Higher Education of the Lutheran Church—Missouri Synod, the Board of Christian Education of the Presbyterian Church, U.S., and the Council for Higher Education of the United Church of Christ—was it possible, from the information submitted, to make use of any of the first three board designations (see table 1). Most of the 12 Protestant denominational boards identified in this study were characterized as advisory in nature, or as having a specific primary function, such as that of accreditation or standardization. A clearer, more adequate picture of the character of denominational boards of higher education is thus better obtained through the identification and description of the type, scope, and nature of their responsibilities.

Board-Institutional Relationships: Areas of Responsibility

In the implementation of their working relationships with the church-related colleges, denominational boards of higher education generally have broad operating authority and flexibility. This is evidenced from the various methods which have been employed to bring about cooperation between the boards and the institutions.

Among the 12 Protestant boards of higher education (including the University Senate of the Methodist Church and the Council for Higher Education of the United Church of Christ), none was reported as having governing or governing-coordinating authority, and only four were reported as having coordinating functions. (See table 1.) Although the American Lutheran Church Board of College Education is considered to be principally a coordinating board, it can assume governing authority in specific matters. The University Senate of the Methodist Church functions as an accrediting and standardizing agency for Methodist-related institutions. The Board of College Education and Church Vocations of the Lutheran Church in America is empowered to set standards for educational institutions related to the denomination or any of its synods. Certain of the other denominational boards also exercise this function.

Policy Matters

Denominational boards ordinarily do not directly establish policies for individual institutions; however, they frequently are called upon to give advice and counsel on policy matters. Furthermore, boards

**Table 1.—Classification of denominational boards of
higher education, by type**

Denomination	Govern- ing	Govern- ing- coordi- nating	Coordi- nating	Other
American Baptist -----	—	—	—	Advisory.
American Lutheran -----	—	—	x ¹	—
Disciples -----	—	—	—	Advisory.
Lutheran Church in America -----	—	—	—	Advisory.
Lutheran Church- Missouri Synod -----	—	—	x	—
<i>Methodist</i>				
Division -----	—	—	—	Correlative- advisory.
Senate -----	—	—	—	Accrediting- standardizing.
Presbyterian U.S. -----	—	—	x	—
Protestant Episcopal -----	—	—	—	Advisory. ²
Southern Baptist -----	—	—	—	Coordinating- advisory.
<i>United Church</i>				
Division -----	—	—	—	Advisory. ²
Council -----	—	—	x ³	—

¹ Primarily a coordinating board, but in specific matters such as long-range planning, size of program, financial indebtedness, and construction of buildings, it has governing authority.

² Except in cases where it is represented on the Board of Trustees.

³ Policies still in formulation.

may participate in the determination of institutional policy through their role in administering funds to the institution on the basis of the institution's compliance with specific regulations. The establishment of qualifications prerequisite to institutional affiliation with the denomination also results in ipso facto formulation of institutional policy by the board. (On the other hand, the institutions themselves may play a role in the determination of board policy, by enjoying representation on the board.)

Authority in Practice. Although no governing or governing-coordinating boards were reported, and although most, if not all, of the educational institutions related to the denominations are governed by their own institutional boards of trustees, there is in fact a substantial degree of authority inherent in the operations of denominational boards of higher education. For example, the University Senate of the Methodist Church may investigate any and all aspects of the operation of a related institution, including the institution's objectives, academic program, educational standards, personnel, plant and equipment, business and management practice, financial program, public relations, student personnel services, religious life, and church relations.

Further, the University Senate approves and makes recommendations concerning all educational institutions related to the Division of Higher Education. The failure of an institution to comply with the recommendations of the Senate may render the institution ineligible for support by the Division of Higher Education, the Board of Education, or Annual Conference jurisdictions. No institution can be established, acquired, or affiliated with the denomination without the prior approval of the Senate and the Division of Higher Education.

Another agency which possesses considerable power is the American Church Institute (ACI) of the Protestant Episcopal Church. Though the Institute is classed as advisory in nature, it derives substantial authority from the fact that it is the source of nearly one-third of the institutions' financial support. Denial of this support would in most cases result in the closing of the schools. Furthermore, the Director of the Institute serves on several institutional boards of trustees.

The American Baptist Board of Education and Publication has developed a "Statement of Relationship for Baptist-Related Colleges," which an institution must adopt as a qualification for affiliating with and being eligible for the services and support of the Board and the denomination. In actual practice, institutions which have not yet adopted the Statement of Relationship nevertheless participate in certain services of the Board. Services of the Board in matters of institutional accreditation, internal administration, educational program, and other problem areas are largely on a request basis, and are primarily advisory in nature.

The amount of funds made available to the affiliated institutions constitutes an indirect regulatory Board function. Extremely modest appropriations, for example, may result in a severing of relationships between the institution and the Board.

The Lutheran Church-Missouri Synod, through its Board for Higher Education, has, in effect, considerable control over its related institutions, in view of the fact that approximately half the cost of operating the colleges are a direct subsidy from the Church. Moreover, no college or seminary is free to introduce curricula or programs without prior consultation and approval of the Board for Higher Education.

Institutions affiliated with the Disciples group are guaranteed full autonomy and freedom of operation. However, they voluntarily accept certain disciplines of the Board in the interest of maintaining their established institutional-denominational relationship.

Budget Approval and Control

Most of the denominational boards perform only consultative functions in relation to institutional budgets. Assistance is given to effect improvement, coordination, and revision of budgeting procedures. Sample budgets are sometimes circulated to the institutions for this purpose.

In most cases, denominational procedures are suggestive only. In contrast to this advisory relationship, however, is the practice of the Board of College Education of the Lutheran Church-Missouri Synod, which approves the budgets for all the colleges. Similarly, the colleges of the American Church Institute of the Protestant Episcopal Church must submit their budgets to the ACI for review. In these instances, however, the amount of financial support provided to the colleges is substantial. The appropriations to the colleges of the Lutheran Church-Missouri Synod represent about half of the colleges' operating budgets. The colleges of the ACI receive about one-third of their operating budgets from the ACI. It is understandable that these denominational boards must exercise some authority in budget matters, if only to coordinate the various institutional budgets that must be approved and reviewed and to facilitate the allocation of funds.

Current Operations

In financing current operations, activities of the boards include handling investments for institutions, providing subsidies for operating expenses, and furnishing counsel. The Board for Higher Education of the Lutheran Church-Missouri Synod furnishes funds to pay all instructional salaries and finances most capital costs as well.

Planning and Financing Physical Facilities

Denominational board functions include approving the acquisition of sites, land purchases, capital investment, general recommendations for purposes of meeting regional accrediting requirements, and suggestions on building construction and other aspects of campus planning.

In the financing of physical facilities, most boards provide advisory services. The Board for Higher Education of the Lutheran Church-Missouri Synod has a determining voice in planning and financing physical facilities, since auxiliary service buildings are generally furnished by the Church.

Administrative Services

These services are chiefly advisory, and include providing suggestions, materials, information, and other assistance upon request, in matters of internal administration. Personal visits to observe and evaluate internal administration in action may also be provided.

Faculty and Student Services

As a general rule, denominational boards of higher education have responsibilities related to both faculty members and students. These responsibilities include the investigation and approval of faculty-student policies of the institutions. Rules and regulations governing the administration of financial aid to students and faculty members may also be formulated and enforced by the board.

Curricular and Extracurricular Activities

Board responsibilities in these areas include the provision of information and suggestions on curriculum revision; on consultation and assistance in evaluative self-studies; on accreditation procedures; on public relations, fund raising and development; and on faculty and student activities.

The degree to which the related institutions participate in the determination of educational policies of the denomination varies markedly among the various denominational groups. Where there is broad institutional representation on the board (as in the Disciples group), there is greater likelihood of the institutions' taking an active part in establishing board policy. Where institutional representation on the board is minor or nonexistent, the role of the institutions in policy-making will probably be a small one.

A question which must be answered is the amount of institutional participation considered necessary or desirable in matters of board policy. The answer to this question will depend on a number of factors, such as the nature of the organizational framework established by the denomination for its total government and operation, the philosophy of the denomination regarding the extent and character of its educational program, the concept of the denomination concerning the role and function of the board of education, and the degree to which the denomination participates in the financial support of the related institutions and determines the religious aspects of the institutions' programs and activities.

Number, Type, and Educational Level of Institutions over Which Denominational Boards of Higher Education Exercise Responsibility

Denominational boards of higher education vary greatly in the number and educational level of institutions over which they exercise responsibility and for which they provide services. From table 2 it may be noted that, in several instances, board responsibilities cover both secondary and higher educational levels, as well as institutions otherwise classified. The number of institutions for which these boards are responsible ranges from fewer than 10 to well over 100. In addition, some of the boards also have responsibilities for elementary-level institutions. It is apparent that such an agency as the Board of Education of the Methodist Church, which provides services and fulfills responsibilities for more than 130 institutions representing every educational level, has a substantial, and possibly unwieldy, task set for itself.

The question is frequently raised regarding the number of institutions over which a board of higher education can effectively exercise control, management, and planning functions.⁴ A definitive answer to such a question, whether it be concerned with public boards or nonpublic boards, would have to take into account the size of the institutions, the nature and level of their programs, the geographic dispersal of the institutions, the nature and scope of the board's required and permissive authority over and services made available to the institutions, and related factors.

Inasmuch as the number of institutions over which most of the denominational higher education boards have responsibility ranges from more than 30 to more than 130, the question of proper limits of effectiveness of these boards, vis-à-vis the affiliated institutions, appears to be a pertinent one; pertinent, notwithstanding the fact that such limits are more likely to be set by the limitations of the prevailing concepts of board function, qualifications and size of central staff, and budgets, than by numbers of institutions involved.⁵

The tendency to unify a large part of the educational activities of the denomination within a simple organization (board) was pointed out by Limbert.⁶ This trend has continued, if not increased, to the present time, both with respect to the older boards and the more recently established boards. Table 3 shows the extent to which

⁴ Martorana and Hollis, op. cit., p. 18.

⁵ See Martorana and Hollis, op. cit., p. 19.

⁶ Paul Moyer Limbert, *Denominational Policies in the Support and Supervision of Higher Education*. Teachers College, Columbia University, Contributions to Education, No. 378. New York: Bureau of Publications, Teachers College, Columbia University, 1929, p. 53.

Table 2.—Number of institutional units, by type and educational level, for which denominational boards of higher education have responsibility

Denomination	Total number of institutions	Type and educational level of institution					
		Post-high school					Secondary
		Total	Colleges and universities	Junior colleges	Seminaries	Other	
Total -----	403	403	244	65	70	24	60
American Baptist -----	44	39	27	1	9	2	5
American Lutheran -----	17	15	11	1	3	0	2
Disciples of Christ -----	37	37	16	2	11	8	0
Lutheran Church in America -----	30	30	18	3	8	1	0
Lutheran Church-Missouri Synod -----	41	15	4	9	2	0	28
Methodist -----	135	121	84	21	12	4	14
Presbyterian (U.S.) -----	34	30	17	6	4	3	4
Protestant Episcopal ¹ -----	5	5	2	2	0	1	0
Southern Baptist -----	73	63	36	18	7	5	7
United Church of Christ -----	47	45	20	2	14	0	2

¹ Graduate schools and "houses of religion."

² American Church Institute.

this tendency is manifested in the denominations reporting board activities. The fact that the table does not show a specific responsibility as being exercised by a particular board does not necessarily mean that the board does not, in fact, exercise such responsibility, but, rather, that nothing was reported by the board to indicate that it did, in fact, exercise such responsibility. The table is not intended to show every possible activity or responsibility of the denominational boards, but rather to indicate the breadth of board responsibility.

However, it is apparent that some boards have a broader scope of responsibility than others. There also appears to be some degree of correlation between the number of related institutions and the breadth of responsibility exercised by the board. The range of activity of the boards of all three Lutheran groups reporting is shown to be relatively narrow.

Boards of all of the 10 Protestant groups have responsibilities for educational institutions, including theological schools. Responsibility for publications, educational literature, curriculum materials, and related items was reported by boards of 8 of the 10 groups; 7 of the

Table 3.—Scope of boards' responsibilities

Denomination	De-nom. institutions	Campus ministries	Recruiting—ministry, church vocations	Student aid	Youth work	Pub. relations and publications	Student counseling ¹	Faculty registrar
American Baptist	X	X	X	X	X	X	X	X
American Lutheran	X	X	—	—	—	—	—	—
Disciples	X	X	X	X	X	X	X	X
Lutheran Church in America	X	—	X	X ²	—	X	—	—
Lutheran Church-Missouri Synod	X	—	—	—	—	—	X	X ³
Methodist	X	X	X	X	X	X	X	—
Presbyterian-US. Protestant	X	X	X	X	X	X	X	—
Episcopal ⁴	X	—	—	X	—	X	—	—
Southern Baptist	X	—	X	X	—	X	X	X
United Church	X	X	X	—	X	X	X	—

¹ Vocational counseling and guidance of high school students in cooperation with local church.

² Scholarships and fellowships for church vocations other than the ministry.

³ The church retains the right to issue calls for permanent-tenure staff members.

⁴ American Church Institute.

10 indicated a responsibility for recruiting, financing, and training candidates for the ministry and other church vocations. Local church educational activity, listed by 7 boards, includes assistance to local church guidance and counseling programs, providing information on such subjects as costs of attending college, choosing a career, and financial aid available, as well as local church programs for the financial support of higher education.

Activities at public institutions and nondenominational institutions involves such programs as campus ministries, Bible chairs, and religious foundations. Boards of six of the denominations reported this responsibility.

Responsibilities of boards for student aid involve scholarship, fellowship, and loan programs for students attending both church-related and public higher institutions, including ministerial schools. Procedures for granting financial aid to students vary widely. Certain funds may be earmarked for ministerial students and for students planning to enter other church vocations. Some scholarship and fellowship grants are given to worthy students without restrictions as to specific vocational plans or institution to be attended. Other assistance is given to faculty members to help further their education.

The sponsorship of conferences, seminars, institutes, and similar

programs was reported by boards of 6 of the 10 denominational groups. These usually consist of programs of leadership training for church vocations of all types.

The question was raised earlier in this chapter as to how many institutions a board can effectively oversee. A related question should be noted at this point, namely, how broad should the scope of the board's responsibility be with reference to kinds of activities and programs? What are the possible disadvantages to the related educational institution which may result from a high degree of unification or centralization of responsibilities under one board?

The increasing tendency to consolidate responsibilities under a single board has been due partly to the desire to provide a unified approach to all phases of the religious education program of the denomination and partly to the hope of securing greater efficiency in administration and lower overhead costs. These are undoubtedly valid reasons for consolidation. At the same time, it is apparent that safeguards must be established against the possible subordination of certain aspects of the board's activity and responsibility. A prior study has noted that "when the duties of the Board are enlarged, and when all members are expected to pass judgment on enterprises so varied as the curriculum of the Sunday School, the publication of periodicals, and the location of colleges, the policies which require expert knowledge of higher education are likely to suffer. This danger is increased where the membership on subcommittees is deliberately mixed so that persons are placed in positions of supervision over work with which they are relatively unfamiliar."⁷ Of prime importance, then, is the matter of proper internal board structure, from the standpoint of functional specialization of both members and staff. A second consideration and equally important, perhaps, is the question of adequate board staffing to perform its work effectively. These issues are treated in chapter V.

Interdenominational and Other Board Relationships

Freedom to participate in higher education activities with other denominational boards, with public boards of higher education, and with other educational agencies is generally characteristic of the various denominational boards. However, there is a wide variation among the boards in the extent to which this privilege is exercised.

One of the larger interdenominational agencies is the National Council of Churches, which has a Commission on Christian Higher Education as a constituent unit. Many of the denominational boards

⁷ Limbert, *op. cit.*, p. 184.

of higher education have representation in this agency. The National Lutheran Educational Conference has activities involving the several Lutheran education boards. Among other agencies with which the denominational boards have varying degrees of relationships are the Association of American Colleges, American Council on Education, Council of Protestant Colleges and Universities, Association for Higher Education of the National Education Association, and the U.S. Office of Education.

One reporting board stated that it had little occasion to deal with public higher education boards, and, further, that it was quite difficult to find the time and staff available for interdenominational board meetings. "The internal demands on the Board are so critical and so heavy that it frequently is impossible, or nearly so, to maintain the contacts and give the time and effort required for cooperative undertakings with higher education boards of other denominations."⁸

⁸ Reported by Board of Education and Publication, American Baptist Convention.

CHAPTER IV

Characteristics of Denominational Boards of Higher Education

THE CHARACTER of denominational boards of higher education is primarily determined by the governing bodies of the denominations which establish them. As creatures of these governing bodies, such boards are recognized as official agencies of the church. There is wide variation in the characteristics exhibited by these boards, reflecting the differences in philosophy and concept of denominations as to the need, purpose, and function of the agency administering their higher educational programs.

Establishment of Boards

It was pointed out earlier that some denominational boards of higher education have been in existence for more than a century, while others are of much more recent origin. As shown in table 4, the oldest of the boards reported by the 10 selected Protestant groups is the Board for Higher Education, Lutheran Church-Missouri Synod, which was established in 1847. Two of the boards reported were created as recently as 1962, and two others in 1961.

The General Board of Education (established 1868), reported as the higher education board of the Methodist Church, was actually the forerunner of the present Board of Education, a much more recent agency, which evolved from the merger, in 1939, of three branches of the Methodist Church. In fact, the more recently established boards have largely resulted from church merger, reorganization, and consolidation.

Denominational Status

Denominational boards have been primarily established by churches' governing bodies, such as the General Conference, Convention, General Synod, or General Assembly, or by other formal

**Table 4.—Characteristics of boards—establishment denominational status,
board titles**

Denomination	No. of boards	Name	Year estab- lished	How established
American Baptist --	1	Board of Educa- tion and Publica- tion: Division of Christian Higher Education.	1911	Convention
American Lutheran	1	Board of College Education.	1961	Constitution and bylaws of the church
Disciples of Christ	1	Board of Higher Education.	1914	By presidents of educational institutions
Lutheran Church in America -----	1	Board of College Education and Church Voca- tions.	1962	Formal action of the church
Lutheran Church- Missouri Synod --	1	Board for Higher Education.	1847	Formal action of the church
Methodist Church --	2	(General) Board of Education: Division of Higher Educ.	1868	General Conference
		University Senate--	1892	General Conference
Presbyterian, U.S. --	1	Board of Christian Education: Divi- sion of Higher Education.	1861	General Assembly
Protestant Episco- pal -----	1	American Church Institute.	1865	General Conference
Southern Baptist	1	Education Com- mission.	1915	Convention
United Church of Christ -----	2	Board for Home- land Ministries: Division of Higher Educa- tion and the American Mis- sionary Associa- tion.	1961	General Synod
		Council for Higher Education.	1962	Constitution and bylaws

action of the denomination. The Disciples of Christ Board of Higher Education, however, offers an interesting contrast—it was created by the presidents of the educational institutions themselves. Nevertheless, this board is likewise the agent of the denomination for activities and programs relating to higher education and the organization through which the institutions are related to the International Convention of the Disciples Church. Thus, all of the 12 boards considered in this survey are official agencies of their respective denominations, through which the institutions report to and are related to the denominations and through which the denominations interpret their policies to the institutions.

Board Titles

Little consistency is indicated in the titles of denominational boards having responsibility for higher education. Not all of them contain the terms "higher education" or "education." The board's scope of operation frequently includes not only educational responsibilities, but a number of other types as well. Within the board, the educational function may be carried out by separate divisions, departments, commissions, or similar groups, each responsible for a part of the total educational program. Policies concerning the educational institutions related to the American Baptist Convention, for example, are implemented through the Division of Christian Higher Education of the Board of Education and Publication. (One of the problems reported by the American Baptist Convention was that caused by overlapping functions of other boards and agencies of the Convention.) The Board of Christian Education of the Presbyterian Church, U.S., likewise carries out its higher education responsibilities through its Division of Higher Education. Within the Board of Education of the Methodist Church is the Division of Higher Education, and within the Division of Higher Education are the Department of Educational Institutions and the Department of Ministerial Education, each of which has its own specific responsibilities.

In a number of instances, therefore, the title of the overall board does not clearly indicate its higher education characteristic, and perhaps does not even give a clue to its general educational nature or to the broad scope of its operation. Board titles have been changed in a number of cases where merger, consolidation, change in board function, and other causes have necessitated such changes, and the titles selected for the new boards have not always been as descriptive of their functions as they might be.

Board Structure

Other distinctive characteristics of denominational boards of higher education may be seen in their diverse methods of selecting board members, in the number of members on individual boards, requirements for board membership, and related data.

Selection of Board Members

Of a total of 845 board members reported by the 10 Protestant denominational groups, 481, or 57 percent, are elected and only 99, or 12 percent, are appointed, as shown in table 5. Two boards on which the members are primarily appointive are the Board of Higher Education of the Presbyterian Church, U. S., and the American Church Institute of the Protestant Episcopal Church. Baptist, Methodist, and Lutheran boards, on the other hand, show a decided preference for elected board members. The relatively large percentage of ex officio board members (31 percent) results from the 226 such members on the Council of Higher Education of the United Church of Christ. The only other board reporting a substantial number of ex officio members (34) was the Board of Higher Education of the Disciples of Christ.

A recent study has shown that the prevailing method of selecting members of State public higher education boards is by appointment, 70 percent of all such board members being so selected. Only 18 percent of the members of State boards are elected, and 12 percent are ex officio.¹ These statistics stand in marked contrast to those reported for denominational boards.

Size of Board

There is a broad range in the number of members of the 12 boards reported by the 10 Protestant groups included in this survey. The smallest board membership indicated for any of the boards was 8, by the Board for Higher Education of the Lutheran Church-Missouri Synod. At the other extreme, 273 members were reported by the Council for Higher Education of the United Church of Christ. The median membership of the 12 boards is 24.5. The average board membership is 70.4. If the two boards of the United Church of Christ are omitted, however, the average is cut in half, to 34.6.

¹ S. V. Martorana and E. V. Hollis. *State Boards Responsible for Higher Education*. OE-53005, Circular No. 619. Washington: U.S. Government Printing Office, 1960. p. 260.

**Table 5.—Denominational boards of higher education:
Size of board and method of selection of members**

Denomination and board	Number of board mem- bers	Method of selection		
		Elected	Ap- pointed	Ex officio
Total -----	845	481	99	265
American Baptist -----	45	45	0	0
American Lutheran -----	12	12	0	0
Disciples -----	80	46	0	34
Lutheran Church in America -----	22	21	0	1
Lutheran Church-Missouri Synod -----	8	7	0	1
Methodist				
Division -----	91	81	10	0
Senate -----	21	21	0	0
Presbyterian, U.S. -----	24 ¹	3	21	0
Protestant Episcopal -----	25 ²	2	21	2
Southern Baptist -----	18	18	0	0
United Church				
Division -----	226	225	0	1
Council -----	273	0	47 ³	226

¹ Not less than 24.

² The number of members of the Board of Trustees of the American Church Institute is fixed at no fewer than 5 and no more than 25 (Amended Bylaws of 1957).

³ Heads of institutions; subject to change.

Of the recently established boards, those of the two Lutheran groups show memberships of 12 (American Lutheran, established in 1961) and 22 (Lutheran Church in America, established in 1962). On the other hand, the Division of Higher Education of the United Church of Christ, established in 1961, has a membership of 226, and the Council for Higher Education of the United Church of Christ, established in 1962, has a membership of 273.

What determines the size of boards? Obviously, the scope and complexity of the duties, functions, and responsibilities exercised by the board are significant factors. Another determinant is that of the different interest groups or clientele groups which desire, or which the denomination feels should have, representation on the board. Such matters as the costs involved in paying the travel and living expenses of members in going to and from board meetings, the probability of getting a quorum of members in attendance at meetings, and the necessity for and likelihood of handling business transactions with dispatch also demand careful consideration by those responsible for determining board size.

A comparison of the average size of the 12 denominational boards with that of public higher education boards shows that the average size of the former is much larger. Membership on 209 public higher education boards averages 10.6.³ It must be pointed out, however, that the functions and responsibilities of some denominational

boards of higher education involve much more than strictly higher educational activities, programs, and services. Although there is thus some justification for the larger board membership, the problem of unwieldiness of the large board still remains, to some degree.

Tenure of Board Members

Data on such items as terms of membership, method of removal of members from the board, and method of filling vacancies on the board, shown in table 6, were not reported with any degree of consistency by the 12 selected boards. Length of term of membership was shown by every board. Terms run from 1 to 6 years; the average term is 3 years. Two modal terms should be noted, these being 3 years (four boards) and 6 years (four boards). All Lutheran boards and the Division of Higher Education of the United Church of Christ have 6-year terms of membership. In comparison with members of public higher education boards, whose average term is reported as 6.1 years,³ members of denominational boards average shorter terms.

³ Martorana and Hollis, op. cit., p. 28.

⁴ Martorana and Hollis, op. cit., p. 30.

**Table 6.—Denominational boards of higher education:
Membership and tenure**

Denomination and board	Board membership				
	Term		Method of filling vacancy	Eligible to succeed themselves	Length of term in years
	Over- lap- ping	Con- cur- rent			
American Baptist Board of Education and Publication	x	—	By the Board of Education	Yes ¹	3
American Lutheran Board of College Education	—	—	By the Board of College Education	—	6
Disciples of Christ Board of Higher Education	x	—	By the International Convention upon nomination by the Board of Higher Education	Yes	3

¹ Eligible to succeed themselves twice.

Table 6.—Continued

Denomination and board	Board membership				
	Term		Method of filling vacancy	Eligible to succeed them- selves	Length of term in years
	Over- lap- ping	Con- cur- rent			
Lutheran Church in America Board of College Education and Church Vocations	—	—	By Executive Council of the National church upon nomina- tion by the Board of College Education	Yes ²	6
Lutheran Church— Missouri Synod Board for Higher Education	—	—	By the President of the Synod	—	6
Methodist Board of Education: Division of Higher Education University Senate	—	x ³	By the Board of Education	Yes ¹	4
	—	x ³	By the Council of Bishops	Yes ¹	4
Presbyterian, U.S. Board of Christian Education	x	—	By the General Assembly	Yes ¹	8
Protestant Episcopal American Church Institute	—	—	-----	—	1
Southern Baptist Education Commis- sion	x	—	By the Convention	Yes ²	8
United Church of Christ Board for Homeland Ministries: Division of Higher Educa- tion and the AMA Council for Higher Educa- tion	x	—	-----	—	6
	Not Appli- cable	Not Appli- cable	-----	—	(⁴)

¹ Eligible to succeed themselves twice.² Eligible to succeed themselves once.³ Much overlapping in practice.⁴ Subject to term of office.

Information reported on 7 of the boards indicated that members of these boards are eligible to succeed themselves. Members of 4 of the boards may succeed themselves twice, and those on 2 of the boards may succeed themselves once.

Vacancies which occur on denominational boards of higher education are filled in several ways. Three of the 9 boards report action of the board itself. Other means employed include action of the denomination's convention, the general assembly, the council of bishops, and the president of the synod.

Little information was reported by the boards regarding the method of removing board members from office. The Disciples of Christ report states that an elected member may be removed from office by a two-thirds vote of the Board of Directors "for good cause," an undefined term. The probability is that it is technically possible to remove a board member from office under certain conditions and circumstances, but that this is very seldom done in actual practice. Failure to renominate a member to succeed himself in office may, in effect, constitute a removal action.

Five of the boards reported overlapping terms of office, the prevailing practice being to elect one-third of the membership at one time, thereby insuring that at least two-thirds of the board's membership are always holdover, experienced members. Only the two Methodist Church boards reported concurrent terms of office for all board members. In actual practice, however, there is overlapping of old and new members, owing to reelection of some of the members from year to year.

Qualifications for Board Membership

One of the most common qualifications for membership on denominational boards of higher education is that of membership in the denomination. This requirement was stipulated by all of the 8 boards reporting on this item. It can also be reliably assumed to be a requirement for membership on the 4 other boards.

Few requirements of minimum and maximum age were stated in the reports from the 10 Protestant denominations. The Education Commission of the Southern Baptist Convention requires that its members be "adults," while the membership of the Methodist Board of Education must include "6 youths of age 20 or younger." One board, the Board of Homeland Ministries of the United Church of Christ, has a maximum age limit of 72 years, while the Board of College Education and Church Vocations of the Lutheran Church in America specifies a minimum age of 21 years and a maximum of 68.

A requirement specified by several of the boards is that board membership must include members of the clergy. The American Lutheran Church, for example, requires 7 clergymen out of a total board membership of 12; the Lutheran Church in America requires that 11 of the 21 members of its Board of College Education and Church Vocations be ministers. Twenty-two of the 91 members of the Methodist Board of Education must be bishops. In two instances, the requirement of a number of lay members on the board was reported.

No specific educational requirements for board membership were reported. The Disciples of Christ state that their Board of Higher Education should have a fair distribution of women among its membership.

Compensation of Members

No instances were reported in which board members receive salary or per diem compensation for their services. It is evident that members consider such activities to be a contribution to the community and to society. However, the reports from the denominational groups did indicate, and quite generally, that members are reimbursed for travel and other expenses incurred in attending board meetings.

Similar information covering public higher education boards shows that 3 such boards report that members receive salaries, 45 boards report that members receive per diem compensation, and 163 boards report that members customarily receive expenses.⁴

⁴ Martorana and Hollis, op. cit., p. 31.

CHAPTER V

Board Administration and Staff

THERE WAS A TIME when one person attempted to carry out the various duties and responsibilities assigned to the board. More recently, however, with the growth in importance of higher education, requirements of rising educational standards, and the development of new concepts in educational organization, administration, and planning, denominations have found it highly desirable, if not absolutely necessary, to enlarge and expand the board's professional staff. This has become particularly true with the assignment to the board of numerous extra-educational duties.

Number and Type of Board Meetings

As is true of meetings of public higher education boards, meetings of denominational boards of higher education are usually open to the public. Of the 9 Protestant boards for which this information was reported, only the Board of Christian Education of the Presbyterian Church, U. S., indicated that its meetings were closed. (See table 7.) In certain other instances, however, some restrictions were indicated with regard to those permitted to attend meetings of the board. For example, meetings of the Board of College Education of the American Lutheran Church and the Board of College Education and Church Vocations of the Lutheran Church in America were reported as open to "church officials and officials of denominational institutions." The American Church Institute of the Protestant Episcopal Church opens its meetings only to members of the boards of trustees of the ACI colleges. Eighteen public higher education boards recently indicated that their meetings are closed. This number represents approximately 15 percent of all public boards reporting such information, or slightly higher than that for denominational boards, 11 percent.

Table 7.—Meetings of denominational boards of higher education:
Type, number, and location

Denomination and board	Meetings					
	Open	Closed	Regular	Special	Number required per year	Number usually held per year
American Baptist.....	x	—	x	x	2	2
American Lutheran.....	x ¹	—	x	x	2	—
Disciples.....	x	—	x	—	2	2
Lutheran Church in America.....	x ¹	—	x	x	2	—
Lutheran Church-Missouri Synod.....	xxx	—	x	—	10	10
Methodist.....	x	—	x	—	1	1
Division of Higher Education.....	—	—	x	—	1	—
University Senate.....	—	—	x	—	8	—
Presbyterian, U.S.....	—	x	x	x	4	—
Protestant Episcopal, A.O.L.....	x ²	—	x	x	1	—
Southern Baptist.....	x	—	x	x	1	—
United Church of Christ.....	—	—	x	—	1	—
Division.....	—	—	x	—	1	—
Council.....	—	—	x	—	1	—

Headquarters, Valley Forge, Pa.
At one of the educational institutions
Same as meeting of International Convention
Headquarters, New York, N.Y.³
Various parts of country
Various parts of country
Various parts of country
Headquarters, Richmond, Va.
Headquarters, New York, N.Y.
Headquarters, Nashville, Tenn.⁴

¹ To board members, church officials, officials of educational institutions.
² Generally at New York and sometimes at centers of related colleges.
³ Only to members of Board of Trustees.

⁴ Nashville every 3 years, but at various colleges in the interim to enable board members to become familiar with facilities of different colleges.

All 12 boards reported the holding of regular meetings, while 6 indicated that special meetings may also be held upon call of the presiding officer of the board. There was no report on the extent to which special meetings of the boards are held.

There is considerable variation in the number of regular meetings required per year by denominational boards. For the 12 selected boards, the number ranges from 1 to 10 per year. Five of the 12 boards stated that only one regular meeting per year is required to be held, while another four boards indicated that two regular meetings per year are required. The average for all boards is 2.5 meetings per year, somewhat smaller than that reported for public higher education boards, 3.9.

Only four boards reported information on the number of meetings *usually* held per year. In each instance, the number of meetings indicated as usually held was exactly the same as the number reported as *required*. A similar report on public higher education boards indicates that the average number of meetings actually held, 8.9, is over two times the average number required to be held, 3.9.

Some variation is noted in the time and place specified for holding board meetings. Meetings are frequently held at the headquarters of the board or at one of the selected educational institutions. In other cases, meetings are moved from place to place, and may be held at the same time and place as the stated meeting of the governing body of the denomination or of other agencies of the church. One reason for this latter practice is to save the time and expense of attending two or more meetings.

While four of the boards specified that a majority of the members is required for a quorum, other boards did not indicate such a requirement. The Board for Homeland Ministries of the United Church of Christ, for example, requires only 50 members, or 22 percent of the total board membership, present in order to transact the business of the board. In the case of the Board for Higher Education of the Lutheran Church-Missouri Synod, it was reported that quorum requirements "are set by the Board." This would seem to indicate that such a requirement is subject to change from meeting to meeting, or possibly from year to year.

The business transacted by denominational higher education boards is broad in scope, and includes such matters as the following: making recommendations to the denomination's governing body regarding the establishment and location of colleges; establishing academic standards for the related institutions; providing study and counsel to the related institutions on curricular offerings; administering financial aid to institutions; assisting in recruiting candidates for the ministry and other church vocations; administering scholarship and fellowship funds in behalf of the church.

Chief Executive Officer

In reviewing the work of denominational higher education boards, the significance of the executive officer of the board cannot be minimized. His significance is even greater today than in the past, for the work of these boards has continued to increase in both scope and complexity. Boards which have enjoyed top-flight leadership under a full-time salaried officer have usually been able to achieve substantial accomplishments.

Each of the 12 Protestant boards identified in the case reports has a chief executive officer who is responsible for carrying out board policies and responsibilities. Characteristics and related information on this office are shown in table 8.

The range in length of term specified for the executive officer of these boards is quite broad, from 1 to 6 years. The average length of term is 3.4 years. One-third of the boards, including those of both the American Baptist and Southern Baptist groups, reported indefinite terms for their executive officer.

Titles assigned to the executive officers of the 12 boards generally correspond to those of officers of public higher education boards, (Executive) Director and (Executive) Secretary being most frequently designated. One noticeable variation is that of the Southern Baptist Convention, whose board executive officer is titled Executive Secretary-Treasurer.

The most frequently designated method of selection of the chief executive officer is that of election by the board, or variations thereof. Occasionally, a committee of the board is designated to recommend a candidate for the office. In one instance reported, the same person is the chief executive officer of two related boards (Division of Higher Education and the University Senate of the Methodist Church.)

Denominational membership is perhaps the most universal requirement for eligibility to the office of chief executive of the board. It is possible also (as in the case of the Disciples of Christ) for the chief executive officer of the board to be a member of the board as well. Qualifications frequently required in actual practice, although quite probably not specifically stipulated in writing in church documents, are board educational training and experience, advanced academic degrees, and ability in public speaking and fund raising. Another qualification that may be required of the executive officer is that he be an ordained minister.

The chief executive officer is generally responsible for overall planning and direction of the total work of the board. Among his more important functions and duties are the maintenance and im-

Table 8.—Chief executive officer of denominational boards of higher education

Denomination and board	Chief executive officer of board			
	Title	Qualifications	Method of selection	Term in years
American Baptist	Executive Director	No written requirements, but expert experience in higher education, fund raising, and administration; earned doctorate; ordained minister; willing to travel	By personnel committee of board	Indefinite
American Lutheran	Executive Director	Determined by board	Elected by board	6
Disciples	President	Ordained clergyman; extensive educational, administrative experience as college president	Chosen by board	1
Lutheran Church in America	Executive Secretary	Determined by board	Elected by board	6
Lutheran Church—Missouri Synod	Executive Secretary	Determined by board, but to include training and experience in higher education; executive and leadership ability; balanced judgment	Elected by board upon nomination	Indefinite

4	Elected by Board of Education	"Educational experience"	General Secretary	Methodist Division
4	Specified by <i>The Discipline</i>	Is the General Secretary of Division of Higher Education	Executive Secretary	Senate
3	By Board of Christian Education	None specified	Secretary of Higher Education	Presbyterian, U.S.
Indefinite	Appointed by presiding Bishop, with approval of National Council	Background in education; administrative, financial, fund-raising, and public relations experience	Director	Protestant Episcopal, ACI
Indefinite	By Commission on recommendation of a nominating committee of Commission	Outstanding educator; earned doctorate; administrative and teaching experience; ability to speak and write	Executive Secretary-Treasurer	Southern Baptist
2	Elected by board	None stated	President	United Church Division
1	Elected by Council	None stated	Chairman	Council

provement of relationships between the institutions and the church (board); insuring the preparation and submission of reports required of the institutions; acting as the representative of the board at meetings involving other denominational agencies and public agencies; identifying and supporting the needs of the institutions, and of higher education in general, before the denominational membership; assisting in the further promotion of financial campaigns for the support of the denomination's educational program; leading in the furtherance of the denomination's religious interests within the educational institutions; and otherwise working to improve the higher educational programs of the denominational institutions, through holding conferences on educational problems, conducting institutional surveys, and furnishing advice and counsel on problems of curricula, staff, and physical facilities.

Little information was reported on the salaries paid to the board's chief executive officer; however, it is only proper to state that he should be paid a reasonable and equitable salary based on the extent and level of the responsibilities charged to his administration. Data reported for executive officers of public higher education boards show that these persons are not always paid comparably favorable salaries for their services.¹ It is possible that this may also be true of salaries paid to their denominational counterparts.

Central Office Staff

The number of staff personnel of denominational boards of higher education depends to a large extent on the amount, scope, and complexity of the work required of the board. While no information was given on the workload of staff personnel, from the standpoint of its being light or heavy, the reports made on the total work schedules of the boards, when measured against the number of staff personnel of the boards, lead to the conclusion that individual work assignments are rather rigorous.

The number of central office professional personnel of the 9 boards reporting usable information ranges from 1 to 17. These figures include the executive officer of the board. The only staff member reported for the American Church Institute of the Protestant Episcopal Church is the Director. The Division of Higher Education of the Methodist Church, on the other hand, reported 17 professional staff personnel, including the chief executive officer. Gen-

¹ Martorana and Hollis point out (in their *State Boards Responsible for Higher Education*, Government Printing Office, 1960, p. 38) that the report which resulted in the establishment of the Utah Coordinating Commission in 1959 recommended that the salary of the director of the Coordinating Council be comparable to that of the presidents of Utah's State-supported universities.

erally, the number of such personnel reported was relatively small, three each for three boards. The average number per board is 5.4. However, if the number for the Division of Higher Education of the Methodist Church is deleted, the average is reduced to 4.0.

Little information was received on size of salaries for staff personnel nor on total operating budgets of the boards. Salaries reported for professional personnel, including chief executive officer, range from \$6,500 to \$15,000. The Division of Higher Education of the Methodist Church reported average salaries for professional staff "in excess of \$10,000." A number of boards indicated simply that their chief executive officer is paid a salary.

Operating budgets of certain boards, where these were available, were examined in an effort to get more specific and detailed information on staff salaries, but this produced primarily "total salaries" or "administrative expenses" data. The Division of Higher Education of the Methodist Church, in its report for 1960-61, for example, lists in percentage form distributions of funds among its Department of Higher Education, Department of Ministerial Education, and Department of Student Loans. For "salaries" in the three departments, the percentages shown are 21.55 percent, 3.11 percent, and 50.7 percent, respectively. In the same year, its total budget for higher education and ministerial education was reported to be in excess of \$3 million. The Board of Christian Education of the United Presbyterian Church, U.S., which was not one of the denominational groups submitting case reports, shows in its 1960 Annual Report two schedules of expenditures, "Administration Expenditures" and "Promotion Expenditures," in each of which "Salaries—Executive" and "Salaries—Other" are reported. *

These illustrations suggest the difficulty involved in developing substantial, usable data on salaries of staff personnel of boards. The likelihood is, however, that these persons, with broad backgrounds of experience and training, are engaged in relatively heavy work schedules at modest salaries to assist the board in carrying out its duties and responsibilities. They include assistant secretaries, administrative assistants, directors of intraboard departments, and specialists in the varied planning, administrative, and programing areas of concern of the board.

CHAPTER VI

Roman Catholic Higher Education Board Structure, Functions, And Related Characteristics: A Summary of Findings and Recommendations¹

THE SUBSTANCE of this chapter has been developed from an examination and analysis of the data reported in chapter XVI for the 14 Catholic higher education groups.

History of Associational and Board Development

Initiation of the Catholic higher educational association and its board has come through organized action on a regional or a national basis, achieved in most cases by a meeting of delegates or representatives of the various groups or institutions concerned. The encouragement and vision of the top leaders of the religious community have also been factors of importance. Some illustrations support these developments.

The Jesuit Educational Association, for example, was proposed through petitions from the Fathers Provincials of the Society of Jesus to the Father General of the Society. Following this step, a meeting of the Fathers Provincials of the Society at Prairie du Chien, Wis., 1921, led to the preliminary organization of the Association.

The American Benedictine Academy was made a reality in 1947 at a meeting of Benedictine abbots and other representatives of 17 Benedictine abbeys in the United States at St. Procopius Priory, Chicago.

The Dominican Education Association, a more recent group, was brought into being at a session of 39 delegates from 21 congregations of teaching Dominican Sisters and 6 Dominican Fathers of the

¹ The material in this chapter, including findings, conclusions, and recommendations, was developed by Dr. George F. Donovan, Interim Associate Professor of Education, Catholic University of America, Washington, D.C., with the assistance of Sister M. Helene Pages, O.S.U.; Sister St. Regina Marie, C.N.D.; Sister Mary Jerome Danese, S.S.J.; Sister Anne Keating, O.P.; Sister Aline Needham, O.P.; and Sister Dolores Salerno, D.M.

Chicago and New York Provincial Houses. Temporary officers were elected and a Committee on a Constitution were appointed at this Atlantic City meeting in 1959.

Another recently established association, the Augustinian Educational Association, was erected in 1958 on the requests of the Provincial Superiors of the American Provinces of the Augustinians.

Catholic educational associations and their boards have usually been founded as voluntary and unincorporated bodies. Simply worded and fairly brief constitutions, implemented in some cases by bylaws and rules or informal arrangements and agreements, have provided the fundamental documentary instruments of government and operation. Approval for the association and its basic document has generally been obtained through the action of individual religious superiors meeting in a body, by provincial religious superiors meeting in a group, by a mother-general and her council, by a board of trustees, or by a superior-general acting alone after consultation. The process of granting status to the association has not been a brief operation. Local, regional, national, and in two instances, even international discussion and consideration were pursued before the final decision was made. Constitutions have been revised over the years, as changes have been found necessary to provide for more effective organization and administration.

Six of the 14 educational associations were established before World War II. During the 1940's, four were founded; in the period 1950-1959, three were formed; and, in the 1960's, only one has been recorded. The oldest board, The Catholic University of America Program of Affiliation Committee, was founded in 1912. The oldest religious community-sponsored board, the Jesuit Educational Association ruling body, goes back to 1921. The most recent board, that of the Notre Dame de Namur Educational Association, was established in 1960.

Catholic higher educational boards are still comparatively new to the American educational scene. Their history covers about half a century. They are still young and pioneering organizations. Table 9 illustrates their historical origin.

Table 9.—Dates of foundation of American Catholic higher educational boards

Period of foundation	Number of boards
1912-39	6
1940-49	4
1950-59	3
1960-	1
Total	14

Two primary purposes observed in the list of aims of the educational associations were to promote and make more efficient all the educational activities of the religious community and to promote scholarship. In addition to these two aims, which were found in all the groups, two other highly regarded purposes identified were the coordination of educational efforts and the preservation of the educational traditions of the religious community. Development of leadership was also mentioned as a major purpose.

Other purposes considered as important to Catholic higher education as a whole but as secondary to the interests and programs of the given educational association were also identified. Many of these so-called secondary purposes are regarded as goals to which the association will be contributing through the accomplishment of the association's primary objectives.

These other aims include assistance in the development of Catholic higher education in the United States; cooperation with other educational associations; participation in research; seeking solutions for mutual problems in education; stimulation of creative thinking; publicizing of educational facilities and programs; improvement of articulation; shaping of policies for higher education; presentation of the Catholic philosophy of education; dissemination of information on new approaches; the study of current trends; making adjustments to local, regional, and national needs; and making recommendations.

Membership

Twelve boards with a total membership of 128 were reported. The average number of members per board is 10.7. Numerical range is from 3 members for the Capuchin Educational Conference to 37 for the Council of the American Benedictine Academy. The largest board membership for a women's group is 10 for the Board of Higher Education of the Congregation of the Sisters of the Holy Cross. The lowest number for women's boards, five, was reported by the Notre Dame de Namur Educational Association and the Religious Sisters of Mercy of the Union. The Christian Brothers Education Association has a board of 16 members. Table 10 shows the numerical distribution of board membership.

Table 10.—Numerical range of membership of American Catholic higher educational boards

Numerical membership range	Number of boards
3-10.....	6
11-20.....	5
Over 20.....	1
Total.....	12

Selection of Board Members

Of nine boards, with a total membership of 102, reporting on the methods used in the selection of board members, five boards have a total of 54 elected members, over one-half of the total number of board members reported; five boards have a total of 30 appointed members, less than one-third of the overall total; six boards reported 18 ex officio members, less than one-fifth of the grand total. The boards of the American Benedictine Academy, the Capuchin Educational Conference, the Educational Conference of the Priests of the Congregation of the Holy Cross, and the Religious Sisters of Mercy of the Union reported 100 percent elected memberships. All three types of selection—election, appointment, and ex officio—are found in the board of the Dominican Education Association. The remaining four boards are characterized by combinations of two methods—the appointed-ex officio and the elected-ex officio. Table 11 shows the distribution of board members by selection process.

Table 11.—Method of selection of board members in American Catholic higher educational associations

Method of selection	Number of boards	Number of members
Election.....	5	54
Appointment.....	5	30
Ex officio.....	6	18
Total.....	16	102

Membership Requirements and Qualifications

Age is not a significant factor in the membership qualifications of Catholic boards. In only two boards was age mentioned. One, a women's board, has a 40-year-old minimum age requirement. The other, a men's board, has a 30-year age qualification for membership. Formal education was not cited once as a board membership requirement.

The principal religious qualification was expressed in the reference to membership in the given religious community and generally referred to the member as a priest, a sister, or a brother of a given order, society, or congregation. In one case the priest member is required to be a professed member of the religious community for a period of 10 years.

Sex, as a qualification for board membership, is automatically applied on the basis of religious community membership. For religious men, the board is limited to male members. For religious

women, the board is restricted to sisters. The board of a mixed educational association representing separate religious communities of men and women has both men and women members. In a few associations of mixed membership, the board is all male. The 14 boards are distributed by sex as follows: seven boards have all male members; four boards are all female; and three boards have both male and female members.

No other qualifications or requirements for board membership were identified.

Length of Term of Board Membership

Twelve of the 14 boards reported definite membership terms. Four have 6-year terms; four, 3-year terms; three, 2-year terms; and four, 1-year terms. One board reported three different terms—6 years, 3 years, and an indefinite term. Average length of term is approximately 3 years. Distribution of board membership terms is presented in Table 12.

Table 12.—Length of term of board members of American Catholic higher educational associations

Number of years	Number of boards
6.....	4
3.....	4
2.....	3
1.....	4
Indefinite.....	1

Method of Removal

Ten of the 14 boards supplied information on board membership removal procedures. By and large, board members, since they are religious, are appointed by, or placed on the board with the consent of, their religious superiors and are subject to removal at the discretion of their superiors.

Four different removal methods were reported. A member of The Catholic University of America Program of Affiliation Committee may be removed by the University Rector upon the recommendation of the Chairman-Director. The expiration of the term of office or membership was identified as a removal method by the Board of Higher Education of the Congregation of the Sisters of the Holy Cross. For the Jesuit Educational Association, removal of board members is at the discretion of the Father General and the Father

Provincial. For the Religious Sisters of Mercy of the Union, removal is by vote of the Council with the approval of the Holy See.

Method of Filling Vacancies

Information on the procedures employed in filling vacancies was available from seven boards. Vacancies on most boards are filled by appointments made by religious superiors. Board vacancies for the American Benedictine Academy are filled by the Council. For the Catholic University of America Program of Affiliation (CUAPA), board vacancies are filled by the Rector, upon the recommendation of the Chairman-Director. Religious superiors make interim appointments to the board of the Sisters of the Holy Cross. For the board of the Jesuit Educational Association, vacancies are filled by the Father General or the Father Provincial. The Council of the Religious Sisters of Mercy of the Union is responsible for filling vacancies on its board. For the Vincentian Educational Meeting, board vacancies are taken care of by the Superior General. In the Capuchin Educational Conference, board vacancies are referred to a nominating committee. Appointments are made until the next election in the Christian Brothers Education Association. Six associations provided no data on the methods of filling board vacancies.

Compensation

Thirteen of the groups reported that no compensation is made to board members since the members are religious and receive no salary. There is no provision for per diem expenses, travel allowance, or other related expenses. Where there are actual expenses involved, a distribution of the costs is made through institutional assessments on a manpower basis or by some other plan, or through a combination of institutional payments and annual convention fees, or simply through an appropriation made by the governing body of the religious community. The CUAPA Committee members are given travel expenses and a visitation fee in connection with visits to institutions.

Meetings

All 14 associations reported that their board meetings are closed. With two exceptions, all board meetings are regularly scheduled. Eight boards meet once a year, two boards meet twice a year, one

meets monthly, and one meets weekly. Average frequency of meetings is 5.4 a year. Rotation of meetings generally is through the host province.

Minutes of Meetings—Quorum Requirements

Minutes of meetings are available for 8 of the 14 boards. Proceedings are published by six boards. A quorum was indicated by a majority in five boards, by three votes in the case of one board, and by five votes in another board. Seven boards gave no information on quorum requirements.

Nature of Business Transacted

Business conducted at the board meetings covers such matters as the preparation and arrangements for the annual meeting, consideration and discussion of the agenda for the annual meeting, proposed topics for papers and names of speakers, presentation of annual report of the educational association, and implementation of the relationships with other committees, departments, and groups of the association.

Staff Personnel

All 14 educational associations employed the services of a chief executive officer. Eight of these officers carry the title of president; three, chairman; and three, director.

Chief Executive Officer

Qualifications.—Among the principal requirements for the chief executive officer are: academic preparation, with emphasis on the academic degree, reported by 11 groups, two of which require degrees in theology; professional competence, listed by 10 respondents; and age—minimum age of 30 years was cited in one case, that of the chief executive officer of a men's board. Eight men's boards and 1 mixed board have a male chief executive officer. Five women's boards have a female executive officer. For one mixed board, the position of chief executive officer alternates between a man and a woman.

Method of Selection.—Methods used in the selection of the board's chief executive officer are distributed as follows: eight are elected, three are appointed, and two are ex officio executive officers.

One group gave no report as to the method of selection of the executive officer of the board.

Length of Term.—In most instances tenure for chief executive officers is definitely recognized. For the 11 groups reporting this information, terms of the executive officer range from one year (in two cases) to 12 years (in one case). Four executive officers have 2-year terms, three have 3-year terms, and 1 has an indefinite term. The average length of term is slightly over 3 years.

Functions.—Twelve of the 14 boards reported "presiding" as a function of the chief executive officer. Other functions and responsibilities were identified as coordinating and advisory (5 groups); supervisory (5 groups); directive and consultative (3 groups); and governing (2 groups). "Leadership," understood to mean the identification and development of leadership among personnel, was cited six times. On the whole, specific responsibilities of the chief executive officer were not too well defined. In most cases, very little information was supplied. In the few cases where the role of the chief executive officer was described, the statement was clear and definite.

There is considerable evidence to indicate that the chief executive officer is an active, responsible, and key leader. Frequently, he is on his own and is given great latitude in the areas of coordination, consultation, presentation and development of new ideas and programs, and in making contacts with the leaders of other educational and professional organizations.

Most of the chief executive officers are part-time in their board posts and generally hold at the same time teaching or administrative positions within the given religious community. The chief executive officers of the Jesuit Educational Association and CUAPA are full-time officers.

Other Staff Personnel

In addition to the chief executive officer, other staff personnel were identified for the various Catholic higher education boards. These personnel include vice president, reported six times; vice chairman, reported once; secretary, reported seven times; secretary-treasurer, reported twice; treasurer, reported once; editor, reported three times; and chairman of department or section, reported four times.

The chief qualification for board staff personnel is that of membership in the religious community. Training and experience were reported as requirements by three groups. As is true of the chief executive officer, various methods are employed for selecting other

staff personnel. Twenty-three such staff members were reported as being elected, and eight as appointed to their positions.

Like the chief executive officer of the board, other staff personnel serve for varying periods of time. Terms of office of other staff personnel were reported as ranging from 1 year to 6 years. Distribution of the data covering this item of information for 29 staff personnel is shown in Table 13.

Table 13.—Length of term of staff personnel of American Catholic higher education boards

Term in years	Number of personnel reported
1.....	8
2.....	9
3.....	8
6.....	2
Indefinite.....	7
Total.....	29

Functions of other staff personnel involve primarily secretarial, financial, and editorial activities. In some instances, staff members assist and advise in planning the agenda for the general and special meetings or serve as aides to officers of the board. No salary or expense allowances are provided, except to lay secretarial staff members and other lay personnel. With the exception of the Jesuit Educational Association and The Catholic University of America Program of Affiliation, all staff personnel are part-time.

Intragroup Responsibilities and Relationships

Certain board responsibilities were specified in the basic governing documents or related instruments of 12 of the 14 educational associations. Other responsibilities and relationships, not specifically identified in the association's constitution or similar document, have evolved with the development of board experience, practice, and procedure. Generally, the responsibilities of the board have particularly stressed its legislative role. Moreover, the trend toward the development of advisory and coordinating responsibilities of the board has been more pronounced than that of the development of supervisory functions. The types of responsibilities reported for the 14 boards are summarized in Table 14.

Table 14.—Intragroup responsibilities of American Catholic higher educational boards

Type of responsibility	Number of boards reported
Legislative, advisory, coordinating, and supervisory-----	2
Legislative, advisory, and coordinating-----	7
Legislative, advisory, and supervisory-----	3
Legislative, coordinating, and supervisory-----	1
Legislative-----	1
Total-----	14

Institutional Scope of Intragroup Responsibilities

Intragroup responsibilities of the 14 groups reported extend to 294 institutions of higher education. This total includes 101 colleges, 22 universities, 97 seminaries, and 74 schools of nursing. In addition to these institutions of higher education, most board responsibilities involve schools on other educational levels, elementary, secondary, and special.

The number of institutions holding membership in the CUAPA has been omitted from the above total because many of the institutions included above are also affiliated with CUAPA. A total of 321 institutions of higher education are represented in CUAPA, and are distributed as follows:

4-year general colleges -----	176
Junior and community colleges -----	89
Teacher training institutions -----	30
Schools of nursing -----	24
Miscellaneous higher education institutions -----	2
Total -----	321

Areas of Board/Institutional Responsibility

Little information was supplied on intragroup responsibilities and working relationships. In general, however, the boards of the various educational associations provide advice and coordination on matters of policy, planning, curriculum, extracurricular activities, and personnel of the colleges only insofar as such matters relate to the overall educational program of the association. The boards have nothing to do directly with individual college operations, such as institutional policy, budget, finances, physical facilities, faculty, student body, and library. These and related matters are the responsibility of the individual colleges:

The educational associations and their boards operate as clearing-houses of information, promote new ideas and programs, encourage personal contact and exchange of views, and stimulate the publication and distribution of program papers, studies, and workshop proceedings by the individual colleges and universities.

Operating Procedures

Procedures employed by the board in carrying out its responsibilities for the college related to it were not well defined. Of 20 procedural actions reported for such boards, 10 were advisory, 4 were legislative, 3 were coordinating, and 3 were supervisory. The lack of clearly defined, formulated board procedures may be attributed, in part, at least, to the relative newness of some educational associations and their boards, to the comparatively small size of the membership of the religious community, and to the informality and ease of personal contacts. As the educational organization grows and expands, its responsibilities and working relationships, as well as the procedures employed in executing them, may also be expected to develop and to become clearer and better identified.

Six instances were reported in which the financial support for intragroup services and programs was derived from the province; in four instances, the participating institutions were reported as responsible for this support. The religious community, in one instance, was indicated as the agency charged with underwriting these costs. Pro rata assessment was reported as the usual method for securing the funds for these purposes; however, one instance was mentioned in which such funds were secured by setting an arbitrary fee.

Intergroup Relationships of Catholic Boards of Higher Education

Twelve of the 14 boards reported working relationships with other Catholic groups, with other nonpublic boards, and with public higher education agencies. State, regional, and national organizations were represented among the groups reported.

Within the Catholic higher education community, intergroup relationships are maintained through the College and University Department of the National Catholic Educational Association (including its regional units), including sections on graduate schools and teacher education and the conference of college presidents and other administrators; the National Catholic Welfare Conference; the Sister Formation Movement; the Conference on Major Re-

ligious Superiors; CUAPA; and such other organizations as the Catholic Conference of Schools of Nursing and the Catholic Library Association.

Relationships with higher education groups outside the Catholic higher education community are carried on through such organizations as the various regional accrediting agencies; the National Council on Accrediting; the National Council for the Accreditation of Teacher Education; the American Library Association; the American Conference of Academic Deans; the American Association of University Professors; the American Association of University Women; the American Council on Education; the Association of American Colleges; and the Association for Higher Education of the National Education Association.

The Catholic higher education boards also maintain working relationships with such government agencies as State departments and boards of education and the Office of Education of the U.S. Department of Health, Education, and Welfare.

Strengths and Weaknesses of Catholic Boards of Higher Education

Certain strengths and weaknesses were observed in the structure, operation, and attitudes of the 14 boards examined. These are identified and reported in summary form below.

Elements of Strength

1. Ease and smoothness in the communication and expansion of ideas and experiences
2. Active and effective personal and group cooperation
3. Availability of expert counsel and leadership in meeting problems and developing new projects
4. Preservation and reemphasis of the traditional scholarship and other cultural values close to the history of the religious community
5. Clarity and fulfillment of purposes
6. A common background in the dedication, motives, and traditions of the members, all working together for the same goals, spiritual and intellectual
7. Expansion of knowledge in the publication and distribution of the proceedings, special reports, and studies
8. A major contribution to public relations through the wide contacts made with clientele in the educational association and in outside groups
9. Active participation of major superiors as members of the board, bringing to the educational association a sympathetic and a decisive leadership.

10. Fostering long-range, learned, and creative research among the individual members and their institutions.
11. Creation and revision of association documents of government, revealing evidence of well-organized leadership sensitive to new demands and improvements.
12. Board recognition of the need for full-time staff personnel, well-defined programs, and extended cooperation with other similar educational associations.

Elements of Weakness

1. Lack of clarity in the definition of responsibilities and working relationships of board officers and members in connection with the purposes and the programs of the educational association.
2. Indefinite terms of office for board members and voting delegates.
3. The tendency of the Provincial Superior and other superiors not to accept board decisions and recommendations when making appointments and assignments.
4. Inadequate communication, especially in the case of boards that do not meet between the annual educational association meetings or those that meet occasionally, and also in the case of late publication and distribution of proceedings, newsletters, and other association materials.
5. The failure of some boards, particularly the younger, more inexperienced boards, and to study the experiences of long-established educational associations.
6. The general lack of full-time staff personnel to carry out the responsibilities of the board.

Findings and Conclusions

The following findings and conclusions have been drawn from the data submitted on the 14 Catholic higher education boards and associations.

1. Board responsibilities are widespread, covering not only higher educational areas but also other educational fields such as elementary education, secondary education, and special education. There is a trend, however, in the direction of the single board, to be limited to higher education.

2. The voluntary character of the boards stands out. Free from legal and other outside influences of an interfering nature, the board symbolizes the efforts of the educational leadership of the religious community to work out on its own a program designed to benefit its own membership and Catholic higher education as well.

3. The definite and clear statement of purposes is favorably noted; however, there seems to be a lack of information and instruction on the exercise of responsibilities and working relationships on the part

of board officers and members, and also, of some of the related committees and subordinate bodies.

4. A sensitivity to higher education problems and developments is evident in the organization, staffing, and agenda of the annual and sectional meetings, and in the special reports and studies.

5. Communication and cooperation among board officers and members are frequent and helpful and denote a spirit of mutual, constructive criticism.

6. The chief executive officer and other key staff members are persons of high caliber and competence, judging from the leadership and the influence they have exercised both in their own educational associations and in outside groups.

7. The elements of long-range planning is apparent in the thinking and acting of boards of higher education. This fact is noted in the consideration given by the board, in its discussions, to such matters as expansion of manpower, distribution of appointments, graduate and professional preparation, and related personnel matters.

8. Board members are active in other organizations, higher educational and other professional groups, often serving as officers, members of important committees, and as advisers.

9. Historical age of the boards is not high—half a century at most. For half of the boards, the period of existence is less than 25 years. Youthful vigor and enthusiasm are natural characteristics of these pioneering boards.

10. Expansion of the number of higher educational boards, already taking place, is expected to continue in the next few years. Through this study, it was learned that some 10 other religious communities are in the planning and discussion stages. They have asked for final copies of this study.

11. The schedule of board and associational meetings in the case of above half of the groups studied, coincides with the annual convention of the National Catholic Educational Association as a matter of convenience in time and expense to those who attend both meetings.

Recommendations

The several recommendations set forth below are based partly on a review of the findings drawn from the reports on the 14 Catholic higher education boards and partly on actual suggestions made by representatives of these boards.

Greater clarity is needed in the statements of responsibilities and working relationships of board officers and members, as well as of

personnel on committees and subordinate bodies. The creation and/or revision of constitutions and implementing documents could well take care of this suggestion.

Serious consideration should be given to the employment of full-time staff personnel, including the chief executive officer of the board. It is becoming increasingly difficult for boards to implement and execute complex policies and to carry out their varied responsibilities using staff personnel who are also working in other capacities.

Reappraisal should be made of the practice of making appointments of indefinite duration for board members and officers. Continuity of able and experienced leadership is desirable, and can be appropriately provided through staggered terms of office, while securing, at the same time, new leadership with new ideas.

Documents and publications of the educational associations should be made more widely available. Constitutions and other operational instruments of the associations can provide information, ideas, and insights, not only to the association membership, but to other interested groups and individuals as well. The same is true of proceedings of meetings, reports of research studies, and other published material of the associations.

Two of the associations identified research as an area of organized activity within their group. Consideration should be given by the other associations to the feasibility and desirability of establishing research as a specific function of their groups. In this regard, the associations should give attention to the possibility of employing a full-time, qualified person to initiate, coordinate, and evaluate research projects.

Broader attendance and participation at associational meetings should be encouraged. Some possible means of accomplishing this recommendation are rotation of meetings, increasing the number of delegates to such meetings, and provision for more regional meetings.

Interest is increasing for the separate associational board or higher education to replace the present mixed board whose responsibilities cover two or more educational levels. The junior college movement in Catholic higher education, new technical and professional trends in higher education, and such issues as manpower shortages and financial support are seriously challenging Catholic higher educational leadership. These factors lend additional support to the concept of a strong board of higher education closely coordinated with agencies responsible for other educational levels.

Cooperation with other higher educational boards, groups, and agencies has been a characteristic of the Catholic higher education community for some time, but new opportunities and challenges strongly suggest more long-range and carefully planned approaches and emphases designed to promote optimum working relationships

between Catholic higher education groups and other similar groups, both public and nonpublic, as well as with Government educational and related agencies. Obviously, a board representing two or more Catholic institutions should be better prepared than a single institution to cooperate effectively with these groups.

Finally, further study is recommended of such topics as the history and development of educational associations; analysis of boards of Catholic higher education; documents of associational government; intergroup and intragroup responsibilities and working relationships of boards of Catholic higher education; the chief executive officer of such boards; and the philosophy of Catholic higher educational associations.

CHAPTER VII

Findings and Conclusions

APPROXIMATELY 40 PERCENT of the 2,100 institutions of higher education referred to earlier in this report are church-related. Denominational boards of education have been established to carry out responsibilities for and maintain working relationships with the great majority of these institutions.

This study has sought to identify the educational boards and related agencies of a number of selected denominational groups, to analyze these boards as to structure and function, and to point out possible future trends in their character, purpose, and direction.

Continuing Development of Nonpublic Boards

Denominational boards of education have evolved in various ways, usually being created subsequent to the establishment of denominationally related higher education institutions. As the responsibilities and functions of these boards have been modified, primarily through extension and expansion, their organizational structure has undergone changes designed to permit them to meet more adequately their new assignments.

Factors Responsible for the Creation of Denominational Boards of Education

Increase in Number of Denominational Colleges.—Most of the colleges founded in this country between the American Revolution and the Civil War were organized and supported, if not actually controlled, by religious interests. In the period following the Civil War, the number of church-related colleges established increased rapidly. This situation caused various denominational bodies to feel more strongly the need for a central coordinating authority for the denomination's educational program and institutional responsibili-

ties. During this period, and in the early years of the 20th century, a number of Protestant boards of education were established to fulfill this need.

Growth in Publicly Supported Colleges.—A second factor which stimulated the creation of denominational boards of education was the multiplication of publicly supported universities, following the passage of the Morrill Land-Grant Act in 1862, and the establishment of several privately endowed institutions of higher learning. These developments tended to increase the competition among public, private-independent, and private-denominational higher education. It became increasingly clear to the denomination that, if it planned to support colleges on any broad scale, some agency would be required to give attention to the programs and facilities of the institutions to avoid duplication of effort and to promote cooperation and efficiency.

Rise of Accrediting Agencies.—A third development which influenced denominational groups in the establishment of educational boards and related agencies was the rise of standardizing and accrediting bodies in higher education. Desiring that its member institutions be able to meet the standards or criteria of these agencies, the denomination frequently added the standardization function to its educational board, or, as an alternative, created a second agency for this purpose. The University Senate of the Methodist Church is an example of this latter plan. Created in the latter part of the 19th century, it is in some respects the pioneer agency of its kind in this country. While the standardization of institutions has become a significant activity of church boards of education, it has not been widely publicized.

Creation of New Denominational Bodies.—The creation of new religious groups has also been responsible for the development of church boards of education. As these sects have sprung up and developed sizable memberships, a number of them have felt the obligation and the necessity to follow the example of the older denominations in promoting church-related education. Colleges and other educational institutions have been established; educational programs and services have been developed. Later, the denomination has felt the need to establish an agency to carry out its educational programs and responsibilities.

Catholic System of Control

While no central authority similar to the educational boards of Protestant denominations exists for unifying and coordinating Catholic higher education, the National Catholic Education Associa-

tion, established in 1899, encourages and arranges for periodic meetings, at which representatives consider problems in the relationships of Catholic elementary, secondary, and higher education.

Most Catholic higher education institutions are controlled by the different religious orders or congregations. The secular clergy or diocesan clergy under the direction of the local ordinary or bishop does operate a few such institutions, however. Despite the fact that no central board or similar agency is charged with the administration and coordination of all Catholic higher institutions, there is actually a degree of unity found in the total educational effort of the Church. In a sense, the institutions controlled by a particular Catholic order may be likened to the institutions related to a specific Protestant denomination. The mechanism devised by the Order to coordinate its higher educational program interinstitutionally may also be compared to the board or related agency created by the Protestant group to carry out its higher educational program and exercise its responsibilities for the denominationally related institutions.

Effect of Church Merger and Consolidation

This study has noted a decided trend toward denominational merger and consolidation, which, in turn, is resulting in fewer educational boards. Limbert¹ identified 31 separate denominational boards of education in existence in 1926, the number of colleges affiliated with each ranging from 1 to 59. Mergers which have transpired since Limbert's study have resulted in a substantial decrease in the total number of nonpublic educational boards. For example, two of the Lutheran boards reported in chapter IX represent consolidations of what were formerly boards of education of eight separate Lutheran bodies. Four of these bodies recently united to form the American Lutheran Church, while the other four joined to form the Lutheran Church in America. Likewise, the Evangelical and Reformed Church and the Congregational Christian Churches recently merged to form the United Church of Christ. While some denominational consolidations have been so recent that their organizational structures are still being established, it is probable that the educational boards which previously served the separate bodies will be combined into a single board to serve the educational interests of the single group resulting from the merger. If the tendency of denominations to unite continues, the number of denominational boards of education can be expected to decrease still further. At the same time, such boards will be acquiring, or will be assigned, functions and responsibilities for increasing numbers of

institutions. Moreover, the work of these educational boards in other areas is likely to increase in scope and complexity.

Functions of Boards of Education: Actual and Defined

The functions of the denominational boards of education reviewed in this study were primarily defined as *advisory* and *coordinating* in nature. Boards were described as performing services *upon request* of the institution(s) or of carrying out a *coordinating* responsibility assigned by the denomination.

An analysis of the situation, however, indicates that denominational boards of education have, in fact, at least *indirect* control functions which they exercise. Through the administration of funds provided by the denomination for institutional support, for example, the board may exercise a significant degree of institutional control, particularly if the granting (or withholding) of such funds to the institution is contingent upon the institution's compliance with specific regulations. Similarly, the exercise of the control function may be observed in the standardizing and accreditation activities which the board (or related agency) performs.

Increase in Scope of Board Responsibility

The trend toward increasing the scope of responsibility of denominational boards of education, brought out in earlier reports and studies, is still continuing today. Some 40 years ago, it was reported that such boards were occupying a much stronger position than formerly, due to a broadening of the range of responsibility of the board over educational matters and to closer supervision of individual areas of board responsibility.¹ Limbert² later noted that the responsibilities of church boards of education had been extended to include activities not contemplated at the time of their establishment, expanding from the aiding of students preparing for the ministry, to assisting denominational colleges, and universities, to religious programs in tax-supported institutions, to religious education in local churches. Today, these boards of education are frequently assigned such additional functions as promoting fund-raising campaigns, public relations and publications, recruiting for church vocations, maintaining faculty registers, preparing church-school

¹ Paul Moyer Limbert. *Denomination Policies in the Support and Supervision of Higher Education*. New York: Teachers College, Columbia University, 1929, p. 4.

curriculum materials, conducting higher education surveys, accrediting denominationally related institutions, and naming trustees for institutional boards. The higher education responsibilities and functions of these boards are quite likely to be assigned or charged to a "sub-agency" or division of the board. Similarly, other types of responsibilities are assigned to other board divisions.

There is a possibility that the proliferation of functions and responsibilities may result in the board's failure to devote sufficient time and attention to the strictly higher educational problems confronting it. With thoughtful selection of board membership, effective intraboard organization, adequate qualified staff personnel, and carefully determined staff assignments, this situation is less likely to occur. Nevertheless, the possibility is one which should be constantly guarded against. The executive officer of the board should employ effective control devices to insure that all areas of board function and responsibility are given full and proper attention. Further, the board may well desire to examine the present scheme of board structure and function in order to determine whether the responsibilities and services assigned to and expected of it are being effectively met or whether a modification of organizational structure and/or functions of the board is in order.

Limits of Institutional Responsibility of Nonpublic Boards

Related to the issue of increased scope of responsibility of denominational boards of education is the question of the number of institutions which the board can adequately and effectively supervise. This becomes a problem of particular significance for those boards whose range of responsibility includes a number of other functions in addition to those relating strictly to the institutions.

It has been observed that public boards of education which have *coordinating* functions only can be so conceived, structured, and staffed that they can effectively coordinate as many public institutions as exist within a State. Public boards which have governing as well as coordinating responsibilities, on the other hand, are more limited as to the total effective span of institutional responsibility, since such boards must exercise planning and control functions for the institutions, as well as coordinating functions.⁴

² Jesse B. Sears. *Philanthropy in the History of Higher Education*. Washington: Government Printing Office, 1922, No. 26. p. 77,90.

³ Limbert, op. cit., p. 49-54.

⁴ S. V. Martorana and E. V. Hollis, *State Boards Responsible for Higher Education*, OE-53005, Circular No. 619. Washington: Government Printing Office, 1960, p. 19.

Denominational boards of education have identified their functions as largely, if not completely, advisory and coordinating in nature, although the existence of the indirect control function has also been pointed out. Conceivably, then, other things being equal, denominational boards of education should also be able to fulfill their assigned responsibilities for a sizable number of institutions. This should be true especially where the denomination's governmental structure is such that there are State and/or regional operating units which exercise some degree of responsibility for educational interests of the denomination at these decentralized levels, including responsibility for institutions situated within a particular State or region.

It has been shown, however, that the functions of denominational boards frequently include a number of noninstitutional responsibilities. Such responsibilities may diffuse the total work of the board to the extent that it frequently lacks both the time and the manpower to maintain its institutional relationships adequately and effectively.

Improving Interdenominational Relationships of Boards of Higher Education

A current activity which illustrates interdenominational cooperation in higher education involves the joint efforts of the Methodist Church and the United Church of Christ. These two denominations, through their boards of education, are working together to promote the establishment of a new Protestant coeducational, interdenominational liberal arts college in Hawaii. This project has been steadily moving forward, and the collaborating groups anticipate that the new institution will come into being within the next year or two.

One of the agencies which has endeavored to promote interdenominational coordination in educational matters is the National Council of Churches, through its Commission on Higher Education. At meetings of the Commission, executive officers and other representatives of denominational boards come together to consider problems and issues of common interest and ways of coordinating educational programs and activities. At the institutional level, there is the Council of Protestant Colleges and Universities, the membership of which consists of higher institutions related to the various Protestant denominations.⁵ The Council purposes not only to promote a vital relationship among the member colleges and universities, interdenominationally, but also to foster such a relationship between the

⁵ Council membership includes a few independent institutions, which are not denominationally related.

colleges and the denominational church groups and their educational agencies. Other institutional organizations, such as the Association of American Colleges and the American Council on Education, are more broadly conceived, cutting across public nonpublic lines and across Protestant non-Protestant lines. All of these associations afford avenues of coordination and cooperation in higher education.

In some States, associations of denominationally related institutions have been established to promote and coordinate common activities and endeavors.⁶ The role of the denominational board of education in establishing these interdenominational, interinstitutional arrangements has been minimal. In most cases the individual institutions have taken the initiative in setting up the organization and in determining eligibility for participation or nonparticipation.

Coordination of Public and Nonpublic Higher Education

Both the institutional and noninstitutional responsibilities of denominational boards are multi-State in scope. Nevertheless, it is possible that these boards could develop a plan of State-level organization of their higher education program which would enable them to work more closely with each State's public higher education agency to effect greater coordination of the total higher education facilities and programs in the State. Some denominations, such as the Southern Baptists, already have an established State-level organizational structure for higher education in the States in which they have several colleges.

To assist statewide higher education planning, a number of States are today attempting to bring about a greater degree of public nonpublic coordination in higher education. California's Master Plan, for example, provides for representation of both public and nonpublic higher education on its Coordinating Council.

A significant step forward in the improvement and extension of coordination between public and nonpublic higher institutions was recently taken in the State of Missouri, where a statewide voluntary association of colleges and universities has been established. The purposes of this association include the identification and clarification of the responsibilities and needs of higher education in the State; discussion of matters of common interest to member institutions; fostering the exchange of information among the member institutions and dissemination of information to the public; making recommendations to improve the scope, quality, and availability of

⁶ Such associations may also include independent institutions, not denominationally related.

higher education in the State; and otherwise acting jointly in the interest of higher education. Membership in the association is open to all accredited institutions in the State, both public and nonpublic, including junior colleges. At the same time, legislation has been passed to establish (1) a State Commission on Higher Education for the planning and coordination of higher education (including nonpublic higher education) and (2) an Advisory Council (to be appointed by the Commission) consisting of representatives from both public and nonpublic higher education.

Lyman A. D. Glenny points to the opposition of nonpublic higher institutions and their associations to extensive State planning by the public higher education agencies.⁷ However, this opposition is probably not so great today as it was a few years ago. In connection with statewide surveys of higher education made by the office of education at the request of State legislatures and State officials, it has been noted that most of those conducted in recent years have included both the public and nonpublic higher education institutions of the State. While the denominational boards probably have not played a great part in this picture (the determination to participate in the survey being made primarily by the individual institutions), these and related efforts are significant indicators of a trend toward increased public nonpublic coordination in higher education.

The nature of the denomination's governmental structure is likely to be a significant factor militating for or against the extent to which the board becomes directly involved in State planning for higher education. In the case of the Disciples of Christ, for example, with its highly decentralized, congregationally located governmental control, the autonomy of the individual college is carefully maintained through a high percentage of institutional representation in the membership of the Board of Higher Education. The individual institution thus has a large degree of freedom to enter into cooperative arrangements, including those for higher education planning. Similarly, in denominations such as the Southern Baptists, Presbyterians, and Lutherans, whose State Conventions or District Synods have great autonomy in educational affairs, extensive freedom of operation in such matters is placed within the decentralized unit and outside the denominational board.

On the other hand, in denominations such as the Methodist Church, which have more highly centralized systems of church government, greater authority is located in the denominational board of education. For example, the purposes and the methods of administration of regional educational units of the Methodist Church,

⁷ See his *Autonomy of Public Colleges: The Challenge of Coordination*. New York: McGraw-Hill Company, 1959, p. 80.

such as those within Annual Conference governmental jurisdictions, are approved by the Board of Education. Conceivably, the Board might also play a larger part in determining to what extent its member institutions participate with other institutions, public and nonpublic, in statewide higher education planning.

Broad scale planning in higher education is becoming more and more essential to meet the growing demands of the present and the future. Greater coordination of planning efforts within the public higher education sector, within the private higher education sector, and between these two sectors, can substantially assist in determining the extent of and in providing for these demands.

PART 2

PART II

Organization and Administration of Higher Education in Selected Denominational Groups

CHAPTER VIII

Organization and Administration of Baptist Higher Education

AS STRONG SUPPORTERS of public schools, Baptists recognize that general education in the United States for the masses is the responsibility of the State. However, Baptists also believe that they have a responsibility, alongside the State, at the college level to prepare young people for Christian leadership. This belief, together with the related view that Baptist growth is dependent on Baptist schools, has led to the establishment of a number of colleges and seminaries.

The Baptists, as well as a number of other church groups, however, got a relatively late start in the promotion and development of higher education of their ministers.¹ Later, as the necessity for better education among their ministers came to be increasingly felt, they began to make greater headway in the establishment of Baptist institutions of higher education.

The sponsorship of Baptist higher education today is principally centered in two Baptist groups, the Southern Baptist Convention and the American Baptist Convention. A total of 77 colleges and universities were recently reported as being related to one or the other of these two groups.² Other Baptist sects have working relationships with smaller numbers of institutions of higher education.

Responsibility for the higher education program of the Southern Baptist Convention is placed upon its Education Commission. In the American Baptist Convention, this responsibility is assigned to its Board of Education and Publication, and, more specifically, to the Division of Christian Higher Education, a constituent unit of the Board of Education and Publication. The structure, functions, and other features of these agencies are described in this chapter.

¹ Guy E. Snavely. *The Church and The Four-Year College*. New York: Harper & Brothers, 1955, p. 66.

² *Information Service*, Volume XLI, No. 3 (Feb. 3, 1962). New York: Bureau of Research and Survey, National Council of Churches of Christ in the United States of America, 475 Riverside Drive, New York 27, New York., pp. 1-6.

The Education Commission of the Southern Baptist Convention

by

RABUN L. BRANTLEY,
Executive Secretary-Treasurer,
Education Commission
Southern Baptist Convention

For nearly 50 years, the higher education programs and services of the Southern Baptist Convention have been promoted and directed by the Convention's Education Commission or by an equivalent agency having a different title. The historical background and present structure and functions of the Commission are described below.

History of Establishment of the Education Commission

In 1846 the Southern Baptist Convention recommended that the churches assist colleges engaged in educating ministers. An increasing number of schools in the Southern Baptist Convention territory brought Baptist school and college leaders together to seek solutions to mutual problems. This association of leaders resulted in the establishment of the Southern Baptist Education Conference about 1892, which evolved into the Southern Baptist Education Association about 1910. In 1913 the convention appointed a committee to consider the need for a board of education. Two years later, this committee became the Education Commission of the Southern Baptist Convention.

The Education Commission was thus established by the Southern Baptist Convention in 1915—on a temporary basis—and received permanent status in 1917. In 1919, however, it was replaced by the Education Board; this agency functioned as such until 1928, when it was discontinued and a new Education Commission established. In 1951, the Education Commission was incorporated under the laws of the State of Tennessee, and an executive secretary, the first since the discontinuance of the Education Board in 1928, was employed.

The stated objectives of the Commission are:

(1) To serve the educational interests of the Southern Baptist Convention through services to educational institutions and by the making of gifts, donations, and benefactions, by deed, by will, or

otherwise, for the advancement, promotion, extension, and maintenance of the various causes and objectives fostered by the Southern Baptist Convention;

(2) To serve the educational interests of the Southern Baptist Convention and any and all agencies created by, controlled by, fostered by, or officially sanctioned by the Southern Baptist Convention in the United States of America and any foreign country, nation, or territory throughout the world;

(3) To serve at its discretion any and all agencies created by, controlled by, fostered by, or officially sanctioned by any church, association, convention, or Baptist groups cooperating with the Southern Baptist Convention; and

(4) To stimulate and nurture interest in Christian education, to create educational convictions, and to strive for the development of an educational conscience among Baptists. The Commission is the official agency for Southern Baptists in all matters pertaining to education.

The Education Commission was granted the same autonomous status which any agency, board, or commission of the Convention possesses. Since its members are selected by the Southern Baptist Convention in annual session, the Commission directly responsible to the Convention for its action, though its work is done in cooperation with other agencies and their programs.

Membership of the Commission

The Commission consists of 18 members, one elected from each State in which is located an academic educational institution owned, controlled, or given substantial monetary support by a State convention or State general association of Baptists recognized as affiliated with the Southern Baptist Convention, plus one member selected from the Southern Baptist Convention territory as member-at-large. These members are selected by the Convention in annual session. There are no ex officio or appointed members.

While Commission members must be adults, no age limits are specified. The only religious requirement is that they be members in good standing of a local church cooperating with a State Baptist Convention. There are no specific requirements of sex, education, or vocation for service on the Education Commission.

The term of membership is 3 years, with the possibility of reelection for an additional 3-year term. However, after having served two 3-year terms, a member is not eligible for reelection until at least 1 year has elapsed. One-third of the membership is elected each year to serve 3 years, thus insuring that at least two-thirds of

the Commission members are experienced. There are no provisions for removing a member from office.

Vacancies are regularly filled by the Convention in annual session, upon recommendation of its Committee on Boards. Should a vacancy arise through death or a change of residence and church membership to another State, the Commission has authority to make an interim appointment to serve until the next annual meeting of the Southern Baptist Convention, at which time the Convention selects the successor.

Members receive no salary or per diem compensation. Instead, actual expenses incurred by members in attending meetings of the Commission are paid, provided they do not exceed first-class plane or train fare from point of origin and return plus necessary incidental expenses. Eight cents per mile is allowed for travel by personal automobile.

Meetings of the Commission

All meetings of the Commission are open. One regular meeting is held each year, and special meetings may be called by the Chairman and/or the Executive Secretary. There are no specified quorum requirements.

Meetings are held every third year in Nashville, Tenn., where the office of the Executive Secretary is located, and 2 years successively on different college campuses. The place of the next annual meeting is usually decided during the annual session. Assemblage at various colleges provides the presidents, deans, Commission members, and others who may be in attendance at the annual meeting of the Southern Association of Baptist Colleges and Schools (usually held immediately following the meeting of the Education Commission) the opportunity to become familiar with the facilities of different colleges. The meeting in Nashville is a carryover from the days when all annual meetings were held there. The city is centrally located to many of the schools, and it also provides the members of the Commission and the Association an opportunity to meet at a place where the central office and six other agencies and boards of the denomination are located.

The business transacted during the meetings includes appointment of committees, such as administrative, budget, audit, and nominating committees; receiving reports of administrative staff; setting policy and approving scholarship funds; selecting a theme for annual emphasis on Christian higher education; receiving reports on the production and distribution of materials for Christian education; receiving reports on special studies engaged in by the Commission

and staff; receiving reports on special projects of the Commission; receiving statistical reports on all schools, colleges, and seminaries; preparing and adopting a budget; and other matters.

Minutes of the meetings are sent to Commission members and to the office of the Executive Secretary of the Executive Committee of the Southern Baptist Convention.

Office Operations and Staff

Funds allotted.—All monies allotted to the Education Commission come through the Cooperative Program of the Southern Baptist Convention upon recommendation of the Budget Committee of the Executive Committee of the convention. Designated monies for specific purposes may come from any source. Funds received from the sale of literature and promotion of the annual emphasis on Christian education are used to help defray the expenses of editing and publishing. No funds are currently allotted for capital expenses.

Staff personnel.—The chief executive officer of the Education Commission is the Executive Secretary-Treasurer. Requirements for this office are that the person must be an educator of outstanding merit, must have received an earned doctorate in his field of specialization, must have had administrative and teaching experience, and must have the ability to speak, write, and represent the cause of Christian education effectively.

A nominating committee, appointed by the Chairman of the Commission, interviews and recommends qualified persons. The Commission chooses and announces its selection to the Convention. The Executive Secretary-Treasurer is chosen for an indefinite term; no specific length of tenure is provided.

His functions include the direction of the work of the Commission and its staff for programs of activities, and policy-level responsibility to Commission members as a Board of Directors. The Executive Secretary-Treasurer also serves as editor of the *Southern Baptist Educator* and *College and Career*, and, in consultation with staff, plans for all publications and programs.

Other staff personnel include the following:

Associate Secretary, whose duties are (1) carrying out the placement program of the Commission through counseling and recruiting students as prospective teachers and enrolling experienced teachers interested in teaching in Baptist schools, interviewing teacher prospects; and processing and distributing credentials of teachers to administrators; (2) in cooperation with the Executive Secretary, conducting surveys, studies, and conferences for institutions and States; (3) planning and writing publications with the Executive

Secretary and staff; and (4) conducting research projects of the Commission in consultation with the Executive Secretary.

Administrative Assistant, who manages the office; serves as personal secretary to the Executive Secretary-Treasurer; and is responsible for the general administration and operation of the office.

Assistant Editor, whose duties include preparing copy, proofreading, initiating planning of contents and maintaining necessary records for *College and Career*, and assisting the editor of the *Southern Baptist Educator*.

Secretary to the Executive Secretary, and
Secretary to the Associate Secretary.

Intrad denominational Responsibilities and Working Relationships

As the educational agency of the denomination, the Commission keeps the Convention informed of the status, needs, potential, and problems of the schools. Having concern for academic quality and Christian influence, it seeks to stimulate interest in and obtain support for Southern Baptist schools. Activities of the Commission fall within four principal program areas:

Christian Education Promotion and Information.—Administering scholarship funds and publishing the *Southern Baptist Educator* for trustees, school administrators, and faculty members. The Educator includes reports on the programs and plans of the Commission; data on enrollments, funds, and colleges; and articles on educational subjects.

School and College Studies and Surveys.—Conducting surveys and campaigns for the colleges, and consulting with school administrators on special problems.

Teacher Recruitment and Placement.—Maintaining an up-to-date file of teacher registrants for Southern Baptist colleges.

Assistance in College Recruitment.—Preparing and distributing materials to encourage Christian higher education and publishing *College and Career*, which provides information to assist young people in college and career choices.

Programs with other agencies of the Convention are correlated by the Inter-Agency Council, an organization composed of representatives from each agency, board, and commission (with one person representing the seminaries). The Program Planning Secretary of the Convention also works with the Commission and other agencies in clarifying objectives, procedures, and Inter-Agency Council, as well as of the Program Planning Secretary, is primarily that of consultation, communication, and cooperation, for it possesses no policy-making authority. In some areas of work, where there is unusual possibility for utilization of the materials produced by the

Commission, a liaison officer is appointed to work with the two groups to expedite and facilitate the flow of literature and services.

Scope of Responsibility.—The Education Commission has working relationships with 61 institutions, consisting of 7 seminaries (one jointly operated with the American Baptist Convention), 36 senior colleges, and 18 junior colleges. However, it has no specific responsibility for the operation and control of any single institution, nor for matters of educational policy involving institutional coordination.

Areas of Responsibility.—Although the Commission has no assigned responsibility for institutional policy matters, it provides assistance upon request of the governing board. For example, the Commission was recently called upon by the Executive Secretary and members of the Executive Committee of the General Association of Kentucky to help interpret the policy of the Association to the board of trustees of a college in Kentucky.

Specific institutions are served by the Commission through surveys and consultation on specific problems, circulation of useful ideas and techniques, operation of a faculty placement service free to Baptists, and other services requested by individual institutions. The Commission promotes cooperative effort among Southern Baptist educational institutions and agencies, sponsors educational conferences and projects, and promotes and maintains a church-and-college coordinated program of vocational choice and college selection.

The Commission serves organized Baptist groups through (1) conducting surveys at the request of State conventions and State convention boards and committees, and (2) counsel and survey services to groups interested in starting Baptist educational institutions.

Institutional budget preparation and approval are not within the scope of activities of the Commission. It has, however, provided sample and itemized budgets for both old and new colleges for purposes of comparative study and of making knowledge of trends among the schools available.

Upon the request of an institution, the Commission provides assistance on matters relating to financing current operations. For example, it has helped to develop a formula for distribution of funds for current operations of Baptist seminaries.

The Commission has no responsibility for the planning and financing of the physical facilities of an institution; however, its services are available upon request. It has made recommendations to several colleges concerning the continued use of existing buildings and the needs for new facilities based on projected enrollment increases. It also furnishes information on foundations interested in making grants for physical facilities, and seeks to secure larger grants for this purpose from supporting State conventions.

Specific services are provided to institutional boards of trustees and administrative officers upon request. For example, the Commission has been instrumental in assisting boards of trustees in the recruitment and selection of presidents, deans, and faculty members. It provides information for trustees concerning various college problems, as well as current data on schools, their needs, and the necessity for insuring quality education for Baptist students. Administrative officers of Baptist higher education institutions are contacted regularly by the Commission and are supplied with information and materials. Additionally, the Commission provides literature and information to faculty staff regarding other Baptist schools, trends, and related matters; supplies information to pastors, parents, and counselors regarding the choice of college, its costs, and preparation for work in college; and furnishes special materials for various church and college emphases throughout the year.

The Commission provides descriptive materials to assist students in choosing vocations. Literature is also provided to show the cost of attending college and the possibility of securing the type of training desired in a Baptist college. Scholarship and loan funds are administered to needy students.

The Commission has advisory responsibility concerning the programs of the various institutions. It provides consultative services on the development of curricula for schools, on the general nature of the institution, and how best to fulfill the purposes of both church and school through certain types of curricula. Assistance is provided for self-studies by schools, accreditation procedures, and subject-matter problems when requested by the institutions; likewise, consultative and informational services are provided, upon request of the institutions, on matters of public relations, fund raising, and analysis of nonacademic activities, such as housing, food services, student centers, and bookstores. Conferences are sponsored for faculty and trustee development and presentations are made at State conventions, college conferences, and other meetings on behalf of various types of college needs.

Strengths and Weaknesses of Existing Operating Methods and Procedures

The principal strengths and weaknesses of the methods and procedures currently employed by the Commission to carry out its functions and responsibilities, both intradenominational and interdenominational, within its present organizational framework are set forth below.

Not all the activities concerning higher education in the denomination's programs are concentrated within the structure and scope of the Commission. For example, the Baptist Student Union Program, which deals with Baptist students both on Baptist college and other college campuses, is handled through the work of the Sunday School Board. It is felt that the ministry to students might be more effectively served by the Education Commission and its program. There is also the overlapping of program activity in the church-related vocations division of the Sunday School Board and the work of the Commission.

Perhaps another weakness is that the Commission has no authority over the institutions of the denomination. Since the colleges and universities are owned and controlled by the State conventions, and the seminaries are directly responsible to the Southern Baptist Convention, the functions of the Commission are limited to providing services for the institutions and exercising leadership for them with no control of them (except as a certain element of control may derive from the opportunity of the Commission to advise those who support and control the institutions). There are many, however, who feel that this fact is actually an asset to the Commission.

The Commission is limited by having no funds for distribution to the schools, with the exception of some scholarship and loan funds. Though monies may be used for its programs, none can be utilized for a particular institution, and though the Commission aids in working out formulas for distribution of cooperative program funds for the seminaries, the Executive Committee of the Convention recommends the amounts and the convention in annual session allocates them for these institutions.

There is a need for closer working relationships between the Commission and the Foreign Mission Board, which operates many schools (most of them elementary and secondary in nature) outside the continental United States. This the Commission believes to be within its charter structure and authorization.

There is also the need for formalized staff structure of Christian education Commissions at the level of each State, since only two States—North Carolina and Texas—employ professional staff members in the work of higher education. The work of the Commission must necessarily be done with the institutions and at the same time with the general offices of the State conventions—usually that of the Executive Secretary of the State convention—and it is felt that a Commission on Christian Education at each State level would measurably strengthen the cause of the denominational and institutional programs.

Though no action taken by the Commission can be binding upon any college; the fact that the member colleges of the Southern

Association of Baptist Colleges and Schools help plan and formulate the programs of the Commission and contribute to the publication of literature, such as the *Educator*, while utilizing its services in many ways, is encouraging and strengthening to the entire denominational emphasis on Christian education.

The freedom of the Commission to initiate and implement programs for the welfare of all the institutions constitutes one of the unique features of its structure and service denominationally. The cooperation with which the work of the Commission is met by the other agencies, boards, and institutions is a significant asset. The growing support, both financially and organizationally, is encouraging for the Commission and those who need its services.

The possibilities for development and implementation of program ideas and services through the work of the Inter-Agency Council of the convention constitute cause for belief that the role of the Commission will become increasingly effective in the life of the denomination and its institutions.

While no commitment made by the Commission with other associations is binding on the institutions, it is free to work with any group in the area of higher education whose interests are similar to those of the Commission and the individual institutions.

The Commission cannot speak for its schools, since each institution is autonomous. Therefore, statements regarding higher education from the office of the Commission must be construed as the consensus of the executive staff and/or the members of the Commission, rather than the group of institutions it represents.

The Board of Education and Publication of the American Baptist Convention

by

**RONALD V. WELLS, *Former Executive Director,*
Division of Higher Education
and *Associate Executive Secretary,*
Board of Education and Publication
American Baptist Convention**

The official agency for promoting and directing higher education programs of the American Baptist Convention is its Board of Education and Publication. Within the Board of Education and Publication is the Division of Christian Higher Education, which is the division of the Board that is responsible for the field of higher

²Dr. Wells is now President of Crozer Theological Seminary, in Chester, Pa. Dr. Robert Evan Davis is now Executive Director of the Division of Christian Higher Education, American Baptist Convention.

education. Other operating divisions of the Board include the Division of Publishing, Business and Finance; the Division of Christian Publications; and the Division of Christian Education. In a 1962 report of Protestant church-related colleges and universities, 28 such institutions were shown as being related to the American Baptist convention.⁴

History of Establishment of the Board of Education and Publication

The history of American Baptist involvement in higher education begins with the founding of the Board of Education in 1911 by the then Northern Baptist Convention. Concern for education had been registered by American Baptists in 1888 in the establishment of the Northern Baptist Education Society. In 1920, the Education Society and the Education Board united under the charter of the Education Society and assumed the name of the Board of Education. The present Board of Education and Publication resulted from the merger in 1944 of the Board of Education and the American Baptist Publication Society. The Division of Christian Higher Education of the Board of Education and Publication is the responsible unit for all phases of higher education within the American Baptist Convention.

Membership of the Board

The Board of Education and Publication consists of 45 members, each of whom serves a term of 3 years. Thirteen members of the Board have specific responsibility for higher education. Terms are staggered, one-third of the members being elected annually at the time of the meeting of the Convention. Nominations for membership on the Board are made by the Nominating Committee, a standing committee of the Convention. Election of members is by vote of the delegates at the annual meeting.

There is generally a fairly equal representation of ministers, laymen, laywomen, and educators on the Board, the great majority of whom probably will have had college training. Age is not a limiting factor of membership; however, four young people are elected to the Board by reason of their relationship to the Baptist Youth Fellowship or the Baptist Student Movement. All members of the Board must be members of the American Baptist Church.

The Board functions four divisions. However, all members, though assigned to the division closest to their own background,

⁴ *Information Service*, Volume, No., and pages previously cited.

experience, and interest, are responsible for total Board administration.

Except for those members serving on the finance committee, Board members must retire after serving 9 years (three terms of 3 years each). While the Board may, by its own action, fill vacancies which occur between annual conventions, the usual practice is to wait for action by the Nominating Committee.

There are no specific provisions for removing Board members from office. However, the Convention's Nominating Committee need not renominate a Board member for a second or third 3-year term.

Meetings of the Board

The Board of Education and Publication meets for 3 days, twice a year—in January and September. The Executive Committee meets for a day or longer, if necessary, in May. Meetings are open to all, although the Board reserves the right, on certain occasions, to hold executive sessions.

The January and September meetings are held at the Convention Headquarters at Valley Forge, Pa. Thirteen members constitute a quorum for business at these meetings. Business transacted includes such matters as adoption of the annual budget, selection of executive staff, formulation of policy, the decision making on matters relating to program development by staff to fulfill Board policies. Management of investments and endowments and general decisions as to appropriations for the various institutions are prerogatives of the Board. Minutes are distributed to all Board members following each meeting, and a permanent record of all minutes is maintained at the Valley Forge headquarters.

Office Operations and Staff

Funds Allotted.—The denominational unified budget has always provided the Board with minimum funds for appropriations and services and occasionally with additional special resources with which to carry out its program, including its work in higher education.

Staff personnel.—The principal officers of the Board are the Chairman, Vice-Chairman, Recording Secretary, Executive Secretary, Associate Executive Secretary, and Treasurer. The officers are elected annually by the Board for a term of 1 year.

The Executive Secretary is the chief executive officer of the Board and has general charge and supervision of all the work of the Board.

The Treasurer is the financial officer of the Board and is administratively responsible to the Executive Secretary.

Division of Christian Higher Education

The higher education programs and activities of the Board are carried on by the Division of Christian Higher Education, through four departments: Schools and Colleges, Educational Services, Campus Christian Life, and Theological Education.

(1) The Department of Schools and Colleges, representing the Convention, works with Baptist-related colleges and secondary schools through financial appropriations, counseling in the field of education administration, as well as in other areas, cooperative activities including Christian Emphasis Week programs, and a number of direct services;

(2) The Department of Educational Services administers the Student Aid program of scholarships, grants-in-aid, and loans, and provides leadership to the Students Counseling program in local churches to encourage high school students to attend college and to foster interest in Christian vocations. The Department maintains the Educational Registry through which Baptist educational institutions and student centers receive assistance in securing Christian teaching administrators, university pastors, and public relations personnel;

(3) A variety of services are provided to Baptist students and faculty at non-Baptist schools by the Department of Campus Christian Life;

(4) The Department of Theological Education recruits students for ministerial training and gives educational counsel and assistance to American Baptist seminaries; and

(5) Public Relations Services, though serving all divisions, serves Christian higher education through assistance in fund raising, promoting Christian higher education events, and encouraging support of Baptist schools and colleges.⁵

Office Operations and Staff

Funds Allotted.—Operating funds for the Division are derived primarily from the annual unified budget of the denomination. The Division also has a modest income from endowment funds.

⁵ *This Is Your Board of Education and Publication of the American Baptist Convention*. Philadelphia: The Board of Education and Publication of the American Baptist Convention, 1959, pp. 16-17.

The Division receives approximately \$600,000 annually from the unified budget of the denomination; of this amount, about 50 percent goes into direct appropriations to the colleges, seminaries, student centers, and the operation of a scholarship fund. An additional \$700,000 is raised annually by the institutions directly through the local churches. Until 1960, no funds were available for capital expenses. At that time, 50 percent of the funds from a special \$7,500,000 "Christian Higher Education Challenge" campaign were allocated for capital use.

Staff personnel.—The chief executive officer of the Division of Christian Higher Education is the Executive Director. The present staff personnel of the Division totals 14 persons, including the Executive Director, the four departmental directors, and administrative assistants and program counsellors.

While there are no written qualifications for the Executive Director, he should have had experience in the field of higher education, administration, ministry, and fund raising. It is essential that he have a Ph.D. and also that he be an ordained minister, since he must work with the faculty and administration of colleges and seminaries and must, at the same time, interpret the educational program to ministers in local churches. The position requires a great deal of travel, a fact which means that the Director will be away from home much of the time. The position is filled by the Personnel Committee of the Board, through a recommendation to the Board. There are no tenure provisions and no certain length of term after the first year.

The Executive Director is responsible for budget preparation, supervision of the four departments of the Division, overall planning, and development. Although it is not an absolute requirement, most of the staff personnel are ordained ministers. One of the departmental directors is a layman.

The particular departmental function dictates to a degree the broad general qualifications for personnel. In Theological Education, for example, it is desirable to have a man whose background and experience have been in theology; in the Department of Schools and Colleges, the personnel should have a background of teaching and/or administration; a background in student counseling and the ministry is desirable for personnel in the Departments of Educational Services and Campus Christian Life.

The selection of staff personnel is handled by the Executive Director, in cooperation with the Personnel Committee and the Executive Secretary of the Board. The Executive Director holds early consultations with other staff regarding potential new personnel so that there is basic agreement on acceptable candidates before further exploration is made. While there is no specific length of term of service nor any provision for tenure, many of the staff have served

the Division for a number of years. Generally, turnover in personnel results from men leaving voluntarily to accept other positions. In some ways, this practice is preferable to that based on specific tenure provisions, particularly since staff personnel must work closely with many individuals in the field.

Salary scales for staff personnel have been worked out in each category to provide for reasonable advance based upon length of service, responsibility, and quality of performance. There are also certain fringe benefits attached to staff assignments in the Division. The staff policies, practices, and arrangements described for the Division have been found to be quite satisfactory.

Intradenominational Responsibilities and Relationships

An annual printed report is prepared by the Board of Education and Publication for the Convention. This report is distributed to the Convention delegates through the Convention yearbook, which contains such information as divisional and departmental reports, balance sheets and financial statements, and statistical reports of the institutions.

The Chief Executive Officer of the Board of Education and Publication is also an Associate Executive Secretary of the American Baptist Convention and, as such, is related to the cabinet of the Executive Secretary of the Convention. A member from the Board is appointed to serve on the General Council, the agency responsible for the Convention between annual sessions. The General Council also appoints one of its members to the Board of Managers of the Board of Education and Publication.

The General Council has a series of committees on which staff and Board members from each agency, including the Board of Education and Publication, sit. Within the denominational life and work, local committees are also established, as necessary, to carry on work for which several agencies have responsibility or mutual interest.

Since the major agencies of the Convention has essentially the same relationship to the general denominational organization, it is in the General Council that interagency relationships are worked out. For example, when new policy matters arise in any agency, they are reviewed and approved by the General Council.

Types of Responsibilities and Relationships.—Since the colleges and seminaries antedate the founding of the Board itself, and are independent, self-perpetuating institutions, the relationships of Board to each institution are basically those of service and counsel. Some institutions—both colleges and seminaries—have invited the

Board to nominate and/or elect a number of trustees, but, in no case, a majority. In the past decade, all institutions have been encouraged to adopt this policy.

During this same period, there has also been a continuing discussion with the institutions as to the nature of meaningful and formal relationships, a discussion which will doubtless continue for years to come. This is an indication of the significant progress which has been made within the framework of Baptist autonomy.

The document *What Is a Baptist College Related to the American Baptist Convention?* constitutes an outline prepared for use in continuing discussion and exploration by the Board and the schools and colleges in developing stronger and more creative relationships. The use of this instrument is at the discretion of the administration of each institution concerned; it is not mandatory.

The statement set forth below was recently adopted by the boards of trustees of 22 schools and colleges at the time of the inauguration of a national campaign for funds in support of American Baptist higher education. This constitutes the first time that institutional boards of trustees have ever been formally asked by the Board of Education and Publication to affirm their desire to remain related to the denomination and to work at strengthening the relationships between the institution, the Board, and the Convention.

A STATEMENT OF RELATIONSHIPS FOR BAPTIST-RELATED COLLEGES

Inasmuch as _____ College was founded by Baptists and has, since its founding, had the loyalty and support of Baptists, therefore, in acknowledgment of the mutual responsibility which the college and the denomination share for the further development of the Christian college, the Board of Trustees hereby adopts the following:

1. Be it resolved that the Board of Trustees of _____ College reaffirms its historic position and desires to continue as a Christian college related to the American Baptist Convention.
2. The Board of Trustees of the College further agrees to co-operate with the Board of Education of the American Baptist Convention in:
 - a. Maintaining a thoroughly accredited curriculum
 - b. Developing a philosophy of Christian Higher Education
 - c. Providing a comprehensive program of religious life and training on campus as well as in the local church and community.
 - d. Desiring to strengthen its mutually co-operative relationship with the American Baptist Convention through its Board of Education and Publication, State Convention and City Societies.
3. In order to implement the above, the Board of Trustees and administration is willing to engage in a series of consultations over a period of time in the exploration and development of these relationships.

No specific rules or regulations governing working relationships between the Board and the institution have been officially prescribed by the denomination. Indirectly, the amount of money the denomi-

nation is willing to make available to higher education through the Board of Education constitutes a regulatory factor. In a number of instances, funds have not been forthcoming or have been so modest as to be insignificant. This has contributed to the severing of relationships with the denomination by some institutions.

Recently a basic study with conclusions and recommendations regarding all the theological seminaries related to the American Baptist Convention was produced by a special Committee of Seventeen, appointed by the Board of Education at the request of the General Council. This study calls for further working together of the seminaries, the Board of Education, and the constituency at large in the development of a more effective and thoroughgoing program of theological education.

There is one area in which minimal regulations are operative. This is the area of fund raising. All institutions have the right to solicit annual support from local American Baptist Convention churches. This right is based upon territorial assignments agreed upon by the Board, the various State conventions involved, and the institutions. Changes in these assignments come only through action and mutual agreement of all parties concerned.

Scope of Responsibilities.—Related to the Board are some 33 Baptist schools and colleges, 9 theological seminaries, 1 training school, and over 200 university centers where a chaplain works with American Baptist students in a State or municipal university. In the last-named category, the work varies in degree and in personnel from a full-time Baptist chaplain with his own student center and living quarters to an ecumenical work in which four or five other denominations share in supporting a chaplain who works for all of the participating denominations.

Relationships with Colleges.—The basic policy governing board-institutional relationships has been described earlier. It is clear that this policy stems from the Baptist position of autonomy of the local institutions, either church or college. There is no prescribed Board authority over, or way for it to direct or dictate the affairs of, any institution. However, in its service relationships, the Board does cultivate the institutions, their administrations and trustees, and is frequently called upon to function in such matters as accreditation, internal administration, fund raising, and educational programs. These services are provided to a large extent without cost to the institutions. As might be expected, most of the time of the Board is devoted to those institutions which call upon it most frequently, although its services are always available to all institutions.

For certain institutions with critical problems, the Board has provided special assistance in matters of internal financial affairs. Out of this have come better accounting procedures, fund-raising pro-

grams to meet needs, and, in some cases in recent years, loan funds to help in financing various projects. The Board also cooperates with a number of schools in sponsoring the annual Religious Emphasis Week program and in planning and promoting faculty retreats and conferences.

Sioux Falls College in South Dakota is illustrative of an institution which has received comprehensive services from the Board. Some 10 years ago, this college was beset with internal administrative problems and insufficient funds, and was without accreditation. Through a special steering committee of the Board, the staff of the Board became an effective participant in the planning and development of this institution.

Included in the efforts of the Board in aiding Sioux Falls College have been:

- (a) Analyzing the institution's problems, developing a new proposal for administrative procedures in line with North Central Association standards, and securing the adoption of these procedures
- (b) Assisting in securing a president for the institution
- (c) Directing the board of trustees of the institution in a campaign to write off the school's indebtedness
- (d) Encouraging steps which were taken with the North Central Association in preparation for accreditation
- (e) Securing additional funds for the institution
- (f) Handling part of the endowment funds of the institution through the Board's Investment Committee
- (g) Sponsoring Religious Emphasis Week program and supplying speakers
- (h) Holding faculty conferences
- (i) Drawing up plans and bylaws for the reorganization of the Board of Trustees
- (j) Assisting in planning the institution's recruitment program

Interdenominational Responsibilities and Relationships

The Board has little occasion to contact public higher education boards. Working relationships with such boards are consequently limited. An agency with which the Board does work closely is the Commission on Christian Higher Education of the National Council of Churches.

The Board contributes funds toward the support of the interdenominational programs of the National Council, and also is represented on various committees and boards of the Council. Illustrative of activities in which the Board has shared working responsibilities in the program of the Council are planning for the establishment of the quadrennial Conference of Christian Colleges and contributing to its financial support, sponsoring National Church College Day, and developing and supervising ecumenical student work.

Strengths and Weaknesses of Operating Methods and Procedures

The biggest problem encountered by the Board in carrying out its internal responsibilities is that caused by overlapping functions of other boards and agencies of the Convention. For example, the Department of Theological Education of the Board is basically responsible for curriculum development for the seminaries. Another agency, the Home Missions Society, however, which has a special concern for the rural church, feels that it should devote attention to the seminaries' programs in rural church curriculum.

A major difficulty confronting the Board in working interdenominationally is that of arranging for attendance of staff at meetings. The internal demands on the Board are so critical and so heavy that it frequently is impossible, or nearly so, to maintain the contacts and give the time and effort required for cooperative undertakings with higher education board of other denominations.

Institutions Related to the Education Commission of the Southern Baptist Convention

<i>Institution</i>	<i>Location</i>
<i>Colleges and Universities (36)</i>	
Baylor University	Waco, Tex.
Belmont College	Nashville, Tenn.
Blue Mountain College	Blue Mountain, Miss.
California Baptist College	Riverside, Calif.
Campbell College	Bule's Creek, N.C.
Campbellsville College	Campbellsville, Ky.
Carson-Newman College	Jefferson City, Tenn.
Corpus Christi, University of	Corpus Christi, Tex.
Cumberland College	Williamsburg, Ky.
East Texas Baptist College	Marshall, Tex.
Furman University	Greenville, S.C.
Georgetown College	Georgetown, Ky.
Grand Canyon College	Phoenix, Ariz.
Hardin-Simmons University	Ablene, Tex.
Houston Baptist College	Houston, Tex.
Howard College	Birmingham, Ala.
Howard Payne University	Brownwood, Tex.
Judson College	Marion, Ala.
Kentucky Southern College	Louisville, Ky.
Louisiana College	Pineville, La.
Mary Hardin-Baylor College	Belton, Tex.
Mercer University	Macon, Ga.
Meredith College	Raleigh, N.C.
Mississippi College	Clinton, Miss.
Mobile College	Mobile, Ala.
Oklahoma Baptist University	Shawnee, Okla.

Institution

Ouachita Baptist College
Richmond, University of
Shorter College
Stetson University
Tift College
Union University
Wake Forest College
Wayland Baptist College
William Carey College
William Jewell College

Location

Arkadelphia, Ark.
Richmond, Va.
Rome, Ga.
DeLand, Fla.
Forsyth, Ga.
Jackson, Tenn.
Winston-Salem, N.C.
Plainview, Tex.
Hattiesburg, Miss.
Liberty, Mo.

Junior Colleges (18)

Anderson College
Averett College
Bethel College
Bluefield College
Brewton-Parker College
Chowan College
Clarke Memorial College
Decatur Baptist College
Gardner-Webb College
Hannibal-LaGrange College
Mars Hill College
Norman College
North Greenville Junior College
Southern Baptist College
Southwest Baptist College
Truett-McConnell College
Virginia Intermont College
Wingate College

Anderson, S.C.
Danville, Va.
Hopkinsville, Ky.
Bluefield, Va.
Mt. Vernon, Ga.
Murfreesboro, N.C.
Newton, Miss.
Decatur, Tex.
Bolling Springs, N.C.
Hannibal, Mo.
Mars Hill, N.C.
Norman Park, Ga.
Tigerville, S.C.
Walnut Ridge, Ark.
Bollivar, Mo.
Cleveland, Ga.
Bristol, Va.
Wingate, N.C.

Seminaries (7)

American Baptist Theological Seminary
Golden Gate Baptist Theological Seminary
Midwestern Baptist Theological Seminary
New Orleans Baptist Theological Seminary
Southeastern Baptist Theological Seminary
Southern Baptist Theological Seminary
Southwestern Baptist Theological Seminary

Nashville, Tenn.
Mill Valley, Calif.
Kansas City, Mo.
New Orleans, La.
Wake Forest, N.C.
Louisville, Ky.
Fort Worth, Tex.

Other Schools (5)***Bible Schools***

Baptist Bible Institute
Clear Creek Baptist School
Fruitland Baptist Bible Institute
Mexican Baptist Bible Institute
Southern Illinois College of Bible

Graceville, Fla.
Pineville, Ky.
Hendersonville, N.C.
San Antonio, Tex.
Carbondale, Ill.

Secondary Schools (7)

Acadia Baptist Academy
Fork Union Military Academy

Eunice, La.
Fork Union, Va.

*Supported jointly with the National Baptist Convention, U.S.A., Inc.

<i>Institution</i>
Hargrave Military Academy
Harrison-Chilhowee Baptist Academy
Oak Hill Academy
Oneida Baptist Institute
San Marcos Baptist Academy

<i>Location</i>
Chatham, Va.
Seymour, Tenn.
Mouth of Wilson, Va.
Oneida, Ky.
San Marcos, Tex.

Institutions Related to the Board of Education and Publication of the American Baptist Convention

<i>Institution</i>
<i>Colleges and Universities (27)</i>
Alderson-Broadus College
Bates College ¹
Benedict College
Bishop College
Bucknell University ¹
Carleton College ¹
Chicago, University of ¹
*Colby College ¹
Colorado Woman's College
Denison University
Eastern Baptist College
Florida Normal and Industrial Memorial College
Franklin College
Hillsdale College
Kalamazoo College
Keuka College
Linfield College
Morehouse College
Ottawa University
Redlands, University of
Ricker College
Shaw University
Sioux Falls College
Spelman College ¹
**Stephens College ¹
Virginia Union University
William Jewell College ¹

<i>Location</i>
Philippi, W. Va.
Lewiston, Me.
Columbia, S.C.
Dallas, Tex.
Lewisburg, Pa.
Northfield, Minn.
Chicago, Ill.
Waterville, Me.
Denver, Colo.
Granville, Ohio
St. Davids, Pa.
St. Augustine, Fla.
Franklin, Ind.
Hillsdale, Mich.
Kalamazoo, Mich.
Keuka Park, N.Y.
McMinnville, Ore.
Atlanta, Ga.
Ottawa, Kans.
Redlands, Calif.
Houlton, Me.
Raleigh, N.C.
Sioux Falls, S.D.
Atlanta, Ga.
Columbia, Mo.
Richmond, Va.
Liberty, Mo.

<i>Institution</i>
<i>Junior Colleges (1)</i>
*Colby Junior College ¹

<i>Location</i>
New London, N.H.

* Colby College is still essentially a 2-year institution, although it now offers a baccalaureate degree in one curriculum.

** Stephens College, now accredited by the North Central Association as a 4-year degree-granting institution, was until recently a junior college.

¹ Institutions founded by and historically related to American Baptists, where the question of official policy concerning relationship is open for continuing consideration. These colleges participate in certain services of The Board of Education and Publication.

<i>Institution</i>	<i>Location</i>
Secondary Schools (academies) (5)	
Higgins Classical Institute ¹	Charleston, Me.
The Peddie School	Hightstown, N.J.
Ricker Classical Institute ¹	Houlton, Me.
Suffield Academy ¹	Suffield, Conn.
Wayland Academy	Beaver Dam, Wis.
Theological Seminaries (9)	
Andover Newton Theological School	Newton Centre, Mass.
Berkeley Baptist Divinity School	Berkeley, Calif.
California Baptist Theological Seminary	Covina, Calif.
Central Baptist Theological Seminary	Kansas City, Kans.
Divinity School, U. of Chicago ¹	Chicago, Ill.
Colgate Rochester Divinity School	Rochester, N.Y.
Crozer Theological Seminary	Chester, Pa.
Eastern Baptist Theological Seminary	Philadelphia, Pa.
Northern Baptist Theological Seminary	Chicago, Ill.
Other Schools (2)	
Baptist Institute for Christian Workers	Bryn Mawr, Pa.
Mounds-Midway School of Nursing	St. Paul, Minn.

¹ Institutions founded by and historically related to American Baptists, where the question of official policy concerning relationship is open for continuing consideration. These colleges participate in certain services of The Board of Education and Publication.

All others are institutions whose boards of trustees have officially adopted the "Statement of Relationship for Baptist-Related Colleges," (1957). These institutions participate in the full services of The Board of Education and Publication and receive financial support through the Christian Higher Education Challenge.

CHAPTER IX

Organization and Administration of Higher Education: The Disciples of Christ

by

HARLIE L. SMITH

*President, Board of Higher Education,
The Disciples of Christ*

SINCE THE FOUNDING of Bacon College in 1836, the Disciples of Christ have furthered the cause of higher education by establishing and supporting Bible chairs and foundations, high schools, colleges, and graduate schools of religion. The educational interests of the denomination have been fostered through programs of cooperation and coordination, formal efforts at which began in 1894.

Board of Higher Education

Twenty years later, as a result of these efforts, there was brought into existence the Board of Education of the Disciples of Christ, known today as the Board of Higher Education. The history, organizational structure, and functions of this agency are described in this chapter.

History of Establishment

The origin of the Board of Higher Education may be traced to a Board of Education founded in 1914. The Board came into existence through an evolutionary process, growing out of the custom of the presidents of the institutions of higher education of the Disciples of Christ of holding an annual meeting. In 1938, the name of the Board was changed to Board of Higher Education. In the following year, the Board of Higher Education was chartered to succeed the older Board of Education. As a result of a study by a committee appointed by the Board in 1948 to consider problems of reorganiza-

tion and long-range plans, the Office of Executive Secretary of the Board was eliminated and the office of President of the Board was created in lieu of it.

The Board was originally established by the presidents of the various educational institutions to coordinate the work of higher education, to improve the programs of the colleges, to assist the colleges in gaining new financial resources, to interpret the institutions to the churches, to enable the churches to communicate with the institutions corporately, to represent the cause of Christian higher education nationally and ecumenically, and to serve both the colleges and the Church in their mutual concern for higher education.

The Board was approved by the International Convention of Christian Churches (Disciples of Christ) as a reporting national agency and as the agency through which the educational institutions would report to the Convention. Since its establishment nearly 50 years ago, institutional representation on the Board has grown in number from 26 institutions with 7,000 students, 542 faculty members, and \$6 million in assets to 34 institutions¹ with 39,000 students, 1,500 faculty members, and \$163 million in assets.

Membership

Membership on the Board is of two classes: elected and ex officio. There are approximately 60 elected members, chosen by the International Convention upon nomination by the Board and divided into three classes, each class elected for a 3-year term. Persons may succeed themselves to membership on the Board.

Elected members must be members of Christian Churches (Disciples of Christ) in good standing. An attempt is made to have a fair distribution of ministers, and of laymen and laywomen among the elected members.

An elected member may be removed from office by a two-thirds vote of the Board of Directors for good cause (undefined). Vacancies are filled by the International Convention upon nomination by the Board of Higher Education.

For an educational institution to be recognized by the International Convention as a reporting institution of Disciples of Christ, it must be a member institution of the Board. The chief administrative officer of each member institution is a member of the Board ex officio. There are 34 such members and they may not name proxies. Membership of this class is coterminous with tenure as the chief administrative officer.

¹ Includes 4 institutions in foreign countries (1 each in Canada, England, Australia, and New Zealand).

No member of either class, except the President, who devotes full time to the Board, receives any compensation, and no expenses are paid to attend meetings except to members of the Executive Committee when they attend meetings that are not in connection with the regular meetings of the Board.

Meetings

The Board has two meetings a year and both are open meetings. The annual meeting is held in the autumn at the time and place of meeting of the International Convention. Since it is presumed that all members will attend the International Convention, this meeting is held at this time and place to save members the expense of a meeting at another time and place.

The annual meeting is devoted to the annual report of the President, the election of members and officers, and the election of the Board of Directors, which is the governing body of the Board of Higher Education and which meets immediately after the meetings of the Board of Higher Education. A quorum of 15 members of the Board of Directors is required to carry on business.

Another stated meeting, of 3 days' duration, is held each year, usually during the second week in March, in Indianapolis, Ind. Here again the time and place are chosen to coincide with the annual meetings of several commissions of the International Convention which bring members of the Board to Indianapolis.

The March meeting of the Board of Higher Education is devoted to discussion and planning of the total program of higher education. This work is accomplished through three commissions: one on theological education, one on undergraduate religion, and one on liberal arts education.

Minutes of all meetings are always available at the office of the Board and are distributed to the members following each meeting.

Office Operations and Staff

Funds Allotted.—The budget of the Board is prepared by the Executive Committee within limits set by the Commissions on (1) Brotherhood Finance and (2) Budgets and Promotional Relationships of the International Convention, and is approved by the Board and the Board of Directors. Over 90 percent of the current operating budget of the Board is derived from funds contributed annually by local churches to the total "World Outreach" budget. Resources for capital expenditures are contributed by the churches

and individuals after approval by the two commissions of the International Convention.

Staff Personnel.—The chief administrative officer of the Board is the President, who is usually an ordained clergyman with extensive educational administrative experience as a college president. He is chosen by the Board and approved by the International Convention. He is elected annually, and may and usually does succeed himself indefinitely. He must retire in the year in which he reaches the age of 67.

He is responsible for the total operation of the Board and for the selection of staff as job descriptions and necessary budget are approved by the Board. He is responsible to the Executive Committee, the Board of Higher Education, and ultimately to the Board of Directors.

He is paid a salary and has a travel budget for which he is accountable to the Executive Committee. Part of his salary is paid in lieu of a parsonage as in the cases of other ordained personnel on the staff.

Other Staff Personnel.—The staff of the Board is small, with only one other program person—an Assistant Executive Secretary. This person is ordained and has had experience as a local pastor. He is chosen by the President and is responsible to him for carrying out program of two portfolios. He receives a salary and travel budget for which he is accountable to the President. His appointment is of indefinite tenure. There is one other administrative staff person, the Treasurer, usually a woman, who performs the functions usually associated with the offices of Secretary and Treasurer. She is chosen by the President for an indefinite term and is responsible to him. She is a salaried employee and is also reimbursed for any necessary expense in connection with approved travel required in her work. She acts as office manager and carries numerous other responsibilities in connection with the day-to-day operation of the Board.

Evaluation of Executive Arrangement.—For this type of board, this administrative plan seems appropriate, for it puts the responsibility for the total operation squarely upon the shoulders of the chief administrative officer, and gives him the authority to discharge that responsibility. Naturally, he frequently seeks the counsel and guidance of many members of the Board, but he cannot escape the responsibility for decisions.

Intrad denominational Responsibilities and Working Relationships

The Board of Higher Education is not controlled by the denomination, but does report to the International Convention, and receives actions by the Convention as advice.

The budget of the Board is approved by the Commission on Brotherhood Finance and the Commission on Budgets and Promotional Relationships of the Convention. These commissions have no legal authority over the Board, but the Board voluntarily accepts the discipline of their decisions.

The Board also holds membership in many churchwide organizations in order to cooperate fully with all aspects of the work of the church. The work of the Board is carried on through five departments: Administration and Research; Christian Institutions; Christian Vocations; Campus Christian Life; and Publication and Promotion.

Among the many services of the Board are the preparation and distribution of literature dealing with the colleges, recruitment, higher education, and related matters; holding conferences on higher education; conducting surveys for colleges, States, and areas to assist institutions in meeting the needs of the churches, to improve the educational status of a State or area, and to provide a better and more reliable technique for recruiting and training the ministry; representation of the Disciples at ecumenical meetings and higher education in brotherhood meetings; and recruitment and placement of Disciple teachers in member institutions.²

Types of Responsibilities.—The Board has no authoritative control over any institution, but does advise with the various institutions on many matters including church relationships. Although the institutions voluntarily accept certain disciplines as to territories they may cultivate for local church support, Disciples colleges and schools are traditionally free from control. This is guaranteed by Article XI, Section 1 of the Bylaws, which states: "Nothing in the Articles of Incorporation or in these Bylaws shall in any way be construed as interfering with or violating the complete autonomy of any cooperating educational institution in the free and unhindered management of its own affairs by its own board of trustees."

Scope of Responsibilities.—There are 34 educational institutions related to the Board. These are of various types, and include universities, liberal arts colleges, junior colleges, seminaries, seminary foundations at non-Disciples seminaries, undergraduate chairs of religion on the campuses of tax-supported and other non-Disciples educational institutions. Through a Joint Commission on Campus Christian Life, the work of the Church among students and faculties is related to the Board.

For an institution of higher education to have a formal relationship to the body known as the International Convention of Christian Churches (Disciples of Christ), it must be a member of the Board

² *Higher Education for Disciples of Christ*. Indianapolis, Ind.: Board of Higher Education of Disciples of Christ, 1961, p. 67.

of Higher Education. To become a member, an institution applies for membership. After the application has been considered by Executive Committee of the Board, it is reported to the Board in plenary session, with recommendation. To be eligible, an institution must declare its desire to be related to this particular church, to cooperate with the other member institutions with respect to territorial assignment for the development of financial resources from church budgets, and to cooperate with the communion as a whole.

Interdenominational Relationships and Relationships with Public Higher Education Boards

The Board has wide relationships with the National Council of Churches and its various divisions and departments. Some of these are direct relationships of the Board, and some are on behalf of the member institutions. It is also the representative of the Disciples of Christ on the Commission on Christian Higher Education of the Association of American Colleges. In addition, the Board maintains relationships with secular organizations of higher education and accrediting associations. These are usually on behalf of member institutions as requested by them. These responsibilities are assigned to various members of the Board staff.

Evaluation of Existing Methods and Procedures

This organization is more or less unique among Protestant boards of education, but it appears to be reasonably satisfactory for a religious body as loosely structured as that of the Disciples of Christ. The Board cannot bind the institutions or the churches by and decisions it might make, but there is a spirit of acceptance and cooperation within voluntary association which gains approval of decisions by the great preponderance of our church members. Perhaps the necessity of providing for complete and widely distributed information concerning decisions makes for voluntary acceptance and thereby goodwill.

The largest weakness at the moment is lack of resources in staff and finance, but this is probably true of any other organization.

Institutions Related to the Board of Higher Education of Disciples of Christ

<i>Institution</i>	<i>Location</i>
Colleges and Universities (16)	
Atlantic Christian College	Wilson, N.C.

<i>Institution</i>	<i>Location</i>
Bethany College	Bethany, W. Va.
Butler University	Indianapolis, Ind.
Chapman College	Orange, Calif.
Culver-Stockton College	Canton, Mo.
Drake University	Des Moines, Iowa
Eureka College	Eureka, Ill.
Hiram College	Hiram, Ohio
Jarvis Christian College	Hawkins, Tex.
Lynchburg College	Lynchburg, Va.
Northwest Christian College	Eugene, Ore.
Phillips University	Enid, Okla.
Texas Christian University	Fort Worth, Tex.
Tougaloo Southern Christian College	Tougaloo, Miss.
Transylvania College	Lexington, Ky.
William Woods College	Fulton, Mo.
 <i>Junior Colleges (2)</i>	
Christian College	Columbia, Mo.
Midway Junior College	Midway, Ky.
 <i>Graduate Schools and Houses of Religion (11)</i>	
Brite College of the Bible, Texas Christian University	Fort Worth, Tex.
The College of The Bible	Lexington, Ky.
College of Missions	Indianapolis, Ind.
Christian Theological Seminary	Indianapolis, Ind.
Disciples Divinity House, University of Chicago	Chicago, Ill.
Disciples Divinity House, Vanderbilt University	Nashville, Tenn.
Disciples Seminary Foundation, Southern California School of Religion	Claremont, Calif.
The Divinity School of Drake University	Des Moines, Iowa
Graduate Seminary, Phillips University	Enid, Okla.
New Haven House and Center at Yale	New Haven, Conn.
Rural Seminary of the Missouri School of Religion	Columbia, Mo.
 <i>Other (8)</i>	
Christian College of Georgia, University of Georgia	Athens, Ga.
Cotner School of Religion, University of Nebraska	Lincoln, Nebr.
Drury School of Religion	Springfield, Mo.
Illinois Disciples Foundation, University of Illinois	Champaign, Ill.
Indiana School of Religion, Indiana University	Bloomington, Ind.
Iowa Department of Campus Christian Life	Des Moines, Iowa
Kansas Bible Chair, University of Kansas	Lawrence, Kans.
Missouri School of Religion, University of Missouri	Columbia, Mo.

CHAPTER X

Organization and Administration of Lutheran Higher Education

by

GOULD WICKEY, *Executive Director*
National Lutheran Educational Conference¹

LUTHERAN BOARDS of education were operating as early as the latter half of the 19th century. Prior to the establishment of such boards, committees, and related agencies, Lutherans had already demonstrated their concern for strengthening and enlarging existing educational facilities, as well as adding needed new facilities.

Two of the three Lutheran higher education boards reported in this chapter are newly created agencies. One, the Board of College Education of the American Lutheran Church, was established in 1961, following the merger, in April 1960, of 3 Lutheran bodies—the American Lutheran Church, the Evangelical Lutheran Church, and the United Evangelical Lutheran Church. A fourth group, the Lutheran Free Church, joined this group in February 1963. These four groups now constitute the American Lutheran Church.

The second, the Board of College Education and Church Vocations of the Lutheran Church in America, came into existence in 1962, at the approximate time of the merger of four Lutheran groups—the American Evangelical Lutheran Church, the Augustana Evangelical Lutheran Church, the Finnish Evangelical Lutheran Church (Suomi Synod), and the United Lutheran Church in America—to form the Lutheran Church in America.

The Board for Higher Education of the Lutheran Church-Missouri Synod has been in existence for approximately 25 years.

¹ The National Lutheran Educational Conference, organized in 1910 and incorporated in 1958, is the oldest inter-Lutheran agency in America. Its membership includes 17 seminaries, 30 senior colleges, 5 junior colleges, 2 other schools, and 4 boards of college and theological education. It is primarily a service agency which encourages and assists the member institutions in their programs of higher education.

The Board of College Education, The American Lutheran Church

History of Establishment

The Board of College Education of the American Lutheran Church was established January 1, 1961, as a supervisory agency of the Church in its operation of institutions of higher education and its ministry to students in non-Lutheran colleges and universities. The Board carries on work begun prior to 1961 by similar boards of three church bodies which merged to form The American Lutheran Church. The Board was established by the constitution and bylaws of the Church and is subject to policy decisions by the Church's biennial convention.

Membership

The Board has 12 members, elected by the convention of the Church to 6-year terms. All members must be members of the congregations of the Church. Vacancies are filled by the Board between conventions, but interim appointments terminate at the next convention. Members receive no compensation for services but are paid expenses incurred in connection with Board membership. Seven members must be clergymen and five laymen, with no required distribution by sex. The individuals selected are those who are likely to manifest an intelligent interest in the cause of higher education.

Meetings

The Board meets regularly twice a year (October and February) and the Executive Committee, which may act on behalf of the Board, meets in June. Special meetings are at the call of the Chairman. The Executive Committee is composed of four members including the chairman, vice-chairman, and secretary. Meetings are held at locations determined by the Board and are open to Board members, and to officials of the Church and the educational institutions, except when executive session is voted. One meeting a year is usually held at one of the educational institutions. A majority of the members constitutes a quorum. Minutes of the meetings are circulated to all members, certain church officials, all educational institutions, and other boards of the Church's Division of Education (theological, parish, youth).

Office Operations and Staff

Funds Allotted.—All financial support for the operations of the Board is provided by the Church.

Staff Personnel.—The chief executive officer is the Executive Director. He is elected by the Board, which also determines his qualifications and the duties of the office. He is elected for a term of 6 years and may not serve after he is 70 years of age. His present salary (1963) is \$10,750, with travel allowance.

There are two assistant directors who are likewise elected for 6-year terms. Present salary (1963) is \$8,500, with travel allowance.

This executive arrangement is working satisfactorily.

Intradenominational Responsibilities

Source and Types of Responsibility.—The basic documents of the Church specify that the Board of College Education is responsible to the Church through its convention. The Board supervises the work of its educational institutions and is responsible for their implementation of Church policy. Each institution is governed directly by its own board of regents and each is incorporated and chartered by its State or province. The Board is primarily a coordinating Board, but in specific matters such as long-range planning, size of program, financial indebtedness, and construction of buildings, it has governing authority. All matters of curriculum planning, personnel, operational budget, and internal program of the institution are governed by the board of regents of the institution.

Scope of Responsibility.—The Board's responsibilities embrace nine 4-year colleges and universities, 3 junior colleges, 2 secondary schools, and 3 schools of nursing. In addition, the Board functions in the ministry to students in non-Lutheran colleges and universities.

Areas of Responsibility.—The Executive Director of the Board of College Education is an advisory member of each institutional board and is responsible for interpreting Church policy to the institution. Requests and recommendations of institutions are similarly transmitted through the Board of College Education to the Church.

A secretary of the Board visits each institution annually or as frequently as necessary, and confers with administrative and academic officers on items of mutual interest. When desirable, he counsels with these officers and carries special requests to the Board of College Education and through the Board transmits them to the Church, when necessary.

Interdenominational Relationships

There are no such relationships at present. The matter is currently being studied.

The Board is a member of the National Lutheran Educational Conference, an organization of Lutheran boards and institutions of higher education.

Strengths and Weaknesses

Because this Church is less than 2 years old, there has been no evaluation of the procedures of Board operation and function. Generally, the Board's activities have been effectively carried out.

The Board of College Education and Church Vocations, Lutheran Church in America

History of Establishment

The Board of College Education and Church Vocations of the Lutheran Church in America was established in July 1962 as a coordinating agency between the national church and the district synods in the synods' supervision of their educational institutions, as a supplementary agency to the synods in their recruitment of men for the ministry, and as a recruiting agency for other Church vocations. The Board carries on work formerly performed by similar boards or committees of four church bodies which merged to form the Lutheran Church in America. This Board was established by formal action of the Church, has been incorporated, and is subject to the policy decisions made by the Church from time to time.

Membership

The Board has 21 members, elected by the Biennial Convention of the Church for 6-year terms. All members must be members of congregations of the Lutheran Church in America. The President of the Church is an ex officio member of the Board. Vacancies are filled between conventions of the Church upon nomination of the Board and election by the Executive Council of the national church body. Members receive no compensation for services rendered, but are paid expenses incurred in connection with attendance at meetings.

of the Board and Committees. Eleven members are clergymen and 10 are laymen, with no required distribution by sex. The individuals elected are those who are capable of manifesting an intelligent interest in higher education, with a large percentage holding an earned doctorate. Their ages may range from 21 to 68. A member may hold membership for two consecutive terms, and may be re-elected after a lapse of 2 years.

Meetings

The Board meets regularly twice a year, in October and March. The Executive Committee thereof meets as necessary between meetings of the Board. Special meetings of the Board may be held at the call of the Executive Committee. Meetings are held at locations determined by the Board, generally in New York and sometimes at centers of related colleges. The meetings of the Board are open to officials of the Church, press of the Church, and such advisory personnel as may be selected from time to time. A majority of the members constitutes a quorum. The minutes are circulated to all members, certain Church officials, members of the Church's Executive Council, and the Church press.

The business transacted at the meetings concerns such matters as pertain to the authority and responsibility of the Board, enumerated in a following section.

Office Operations and Staff

Funds Allotted.—Financial support for the operations of the Board is provided by the Church and from the income of a limited endowment.

Staff Personnel.—The chief executive officer is the Executive Secretary. He is elected by the Board of College Education and Church Vocations with the approval of the Executive Council. The Board determines the required qualifications and the duties of the office. He is elected for a term of 6 years and may serve until December 31 of the year in which he reaches the age of 68. The present salary (1963) is \$12,500, with allowance for travel expenses.

Other staff personnel include two secretaries for Church vocations, one secretary for lay placement service, and one secretary for deaconess work. These secretaries are elected by the Board, which determines the required qualifications and the duties of their offices. The current salaries of these secretaries vary with responsibilities, ranging from \$9,500 to \$10,500 (1963). Allowances for travel expenses are granted.

The functions of the staff are assigned by the Board and may be changed from time to time as the program develops.

Staff members are subject to recall or dismissal on proper notice by action of the electing body taken at a meeting presided over by the president of the Church or his representative.

Intrad denominational Responsibilities

The bylaws of the Lutheran Church in America specify that this Board shall have two departments within its structure: the Department of College Education and the Department of Church Vocations. The relations of this Church to its colleges are sustained entirely through the (area) synods, except as may be indicated in the following and in such other ways as may be proposed by the conventions of the Church or by the Board itself to which the synods concerned have in each case agreed.

Types of Responsibility.—The Board of College Education and Church Vocations has the power and responsibility to:

- (1) Make recommendations to the Convention, for its action, on the establishment and location of colleges
- (2) Set standards, both of academic excellence and of Church participation in their government and life, for recognition or continued recognition of colleges as related to the Lutheran Church in America or any of its synods
- (3) Conduct studies, and give advice to colleges, on curricular offerings and standards
- (4) Counsel related colleges on administrative and other matters as mutually agreed
- (5) Grant supplementary financial aid to colleges at the discretion of the Board and within the resources made available for that purpose by the Lutheran Church in America
- (6) Act on detailed arrangements proposed by synods for their cooperation in colleges owned or conducted by other Lutheran Church bodies
- (7) Support the synods and supplement their efforts in recruiting candidates for the ministry. In so doing, the Board shall provide printed and other materials and in consultation with the Board of Theological Education shall give such staff service as it finds to be possible and as the synods desire. It shall give encouragement and stimulation to related synodical committees
- (8) Maintain and foster deaconess work in this Church. The Board shall recruit deaconess candidates; conduct training schools; set apart approved candidates as deaconesses; supervise the service of deaconesses either directly or, as in the case of those working in

parishes or in institutions related to synods, by a general oversight; arrange for the deaconess' temporal support either on a cooperative or a salaried basis; and provide for the lifelong care of those in the cooperative plan. The Board shall hold title to and administer the properties of motherhouses belonging directly to the Lutheran Church in America and shall continue and cultivate cooperative relationships with other motherhouses affiliated with the Church.

(9) Recruit workers for other Church vocations in the Lutheran Church in America. It shall enlist the assistance of the synod in this endeavor and shall coordinate the supplementary activities of other boards and commissions in this area.

(10) Represent the Church in arranging for proper courses for the training and education of workers in the various Church vocations other than ministry.

(11) Operate a unified scholarship and fellowship fund in behalf of the Church for prospective workers in Church vocations other than the ministry.

Scope of Responsibility.—The Board of College Education and Church Vocations maintains working relationships with 17 colleges and universities, 3 junior colleges, 1 training school for deaconesses, and cooperative relations at 4 colleges and universities related to other Lutheran Church bodies.

Areas of Responsibility.—The Secretary for colleges visit each institution annually or as frequently as necessary. During such visits he confers with administrative officers as well as academic officials. He may make some suggestions with regard to certain details of arrangement of offices, of building construction, of campus planning, of new courses or revisions of curricula, of students' life and activities, and of general public relations. Upon invitation, he may sit in an advisory capacity at the meetings of the boards of the institutions.

The secretaries for Church vocations cooperate with synodical committees in arranging for conferences with youth on Church vocations, especially the ministry, individual interviews, and in supplying desirable literature. The Lay Placement in Church Vocations is through cooperation with synodical committees and individual relations.

The secretary for deaconess work supervises the recruitment program, directs the preparation of literature, and exercises advisory supervision of the training program.

Interdenominational Relationships

This Board is related to the National Council of Churches of Christ, especially with its Commission on Higher Education and

the related agencies or committees. Members of the staff are assigned to relate themselves to such agencies or committees as may be interested in work similar to that of the staff member. This Board and its whole staff are members of the National Lutheran Educational Conference, an organization serving liberal arts and theological education for all Lutheran Church bodies.

Strengths and Weaknesses

The procedures set up for this Board have been tested through some 40 years of experience of the various boards that were merged to form this Board. The procedures are deemed highly desirable and satisfactory at the present time. With development of the program, some changes may be required.

The Board of Higher Education, The Lutheran Church-Missouri Synod

History of Establishment

The Lutheran Church-Missouri Synod was formed in 1847. At the first convention, this body concerned itself with providing pastors and teachers trained by the Church.

While the principle of direct control of the training institutions of the Lutheran Church-Missouri Synod has been adhered to throughout its history, the method of exercising the control and supervision has undergone progressive changes from direct supervisory and administrative control by the president of the Synod to the organization of the Board for Higher Education, with broad powers, checked by specific limitations, over the local operation of the individual schools.

In 1938, a Committee on Higher Education recommended to the Synod that a Board for Higher Education be created. The reason for this proposal was the growing complexity of the system, the need for a coordinating agency, and the increasing number of educational problems confronting the educational institutions. This Board for Higher Education was thus established by formal action of the Church, and is subject to the policy decisions made by the Church from time to time.

Membership

The Board has seven members appointed by the President of the Synod in conjunction with the vice presidents of the Synod, subject

to the approval of the College of District Presidents. Vacancies are filled in the same manner. The President of the Synod is an ex officio member of the Board for Higher Education. The distribution of the membership includes three pastors, one teacher or superintendent of a Christian day school, and three laymen. Membership in The Lutheran Church-Missouri Synod is a requirement of all elected or appointed personnel. The term of membership is 6 years. The method of removal follows the pattern applicable to all officers of the Church. There is no salary or per diem allowance, but there is provision for payment of expenses incurred at meetings of the Board and its committees.

Meetings

The Board for Higher Education meets approximately once every 6 weeks throughout the year. The meetings are open. Twice a year, a plenary meeting is held with the advisory committee, consisting of the presidents of the colleges and seminaries of the Church in attendance. These meetings have been held on the campuses of the colleges in various parts of the United States and Canada. Regular meetings of the Board are held in a major center such as Chicago or in St. Louis. The quorum requirements are set by the Board.

The nature of the business transacted covers a great variety of business and instructional matters, in accordance with the scope of the Board's work as authorized by the Church.

Office Operations and Staff

Funds Allotted.—The financial support for the operations of the Board is provided by the Church.

Staff Personnel.—The chief executive officer is the Executive Secretary. Selection follows a pattern employed by the Church for all executive positions, which, in broad outline, is as follows: When a vacancy exists, the congregations, boards, and individuals are invited to submit nominations. The list of nominees is published in the official papers of the Church and reactions are invited. A protest must be substantiated to receive consideration. A nominating committee of the Church selects three candidates. The Board in question, in this case the Board for Higher Education, elects one of the three nominees. Or, it may reject all three and request other nominees.

An elected official receives a "call," which implies indeterminate tenure. The functions of the Executive Secretary are those of the chief executive officer of the Board, working under the authority of

the Board. The salary of the executive secretary is fixed by the Board for Higher Education and is commensurate with his position and that of his colleagues on the Council of Secretaries of other boards and departments. The present salaries range from \$8,000 to \$9,500 (1963). Expenses involved in the performance of his functions are paid by the Church.

Other staff personnel consist of two assistant secretaries and a research assistant. The qualifications for the assistant secretaries are basically similar to those of the Executive Secretary, namely, training and experience in the field of higher education, demonstrated executive ability, balanced judgment, and leadership ability. The division of labor of secretaries calls for specialized training and experience in particular fields. Salaries of assistants range from \$6,500 to \$8,000 (1963).

It is the considered opinion of those with experience in this system that the arrangement works with a high degree of efficiency and effectiveness.

Intrad denominational Responsibilities

The Board for Higher Education serves as an agency to exercise the function of the Church in the direct control of its professional training schools. The executive officer of the Board and his staff operate under orders of the Board within its assigned area of responsibility. The organization of the Church calls for 10 divisions covering the administrative work of the Church. Each of these divisions is headed by an executive. These executives, together with a chairman, called the executive director, constitute the Church's Coordinating Council. The Executive Secretary of the Board of Higher Education is a member of this Coordinating Council.

The Board for Higher Education is expected to operate responsibly in accordance with the policies and actions approved by the Church. These give the Board broad powers and considerable freedom of operation.

Type of Responsibility.—The Board for Higher Education has no governing powers giving direct control of institutional operation. Each college and seminary has its own Board of Control, elected by the Church, which carries the full responsibility for the total operation of its school. The Board for Higher Education, through its executive staff, assists upon request in the solution of problems on local campuses.

The Board for Higher Education carries out extensive coordinating functions, such as gathering statistics on enrollments, providing a testing service, counseling in the staffing of the faculties, reviewing

the budgets, and administering the subsidies granted by the Church for instruction and for capital improvement.

While the integrity and responsibility for the local administration of a school are carefully guarded and respected, the control of the budget allotments rests ultimately with the Board of Directors of the Church, to whom the Board for Higher Education is responsible in financial matters. A similar situation prevails in the matter of staffing. The Church retains the right to issue calls for permanent-tenure staff members, but the Board for Higher Education is involved in the calling procedure by having one vote out of four.

An important function of the Board for Higher Education is the budget review procedure. Budget preparation and control is a local responsibility, but budget review and synodical subsidy allotments are handled through the agency of the Board for Higher Education. This procedure and arrangement has been exceptionally effective in coordinating the complex task of serving 14 colleges in all parts of the country and in keeping the total system in a reasonable relationship in the process of growth and development.

Development of Concordia Senior College.—The best way to indicate the broad functions of the Board for Higher Education is to cite the example of the development of Concordia Senior College, Fort Wayne, Ind. After years of discussion, the Church resolved to require a 4-year pretheological training program for admission to its seminary in St. Louis. The Church further resolved to retain its regional junior colleges. A centrally located senior college was to receive and prepare the graduates of the junior colleges for the Concordia Seminary in St. Louis. The Board of Higher Education was given the assignment to "create" this new school, which is now in operation. One of the major elements of the task was a complete review and study of the curriculum, not only of the proposed new senior college but also of the whole system of ministerial training from the high schools through the seminary. This task was carried out by a Curriculum Commission of the Board for Higher Education, in close coordination with the faculties of the synodical high schools, the junior colleges, and the seminary. Each unit had to make significant changes in its curriculum and the whole program had to be related to form a consistent sequence of development. The recent report of the North Central Association's accrediting team on the Concordia Senior College gives high credit to the work of this Curriculum Committee. The Board for Higher Education also provided for the physical development of this college. It had the duty to select the location and site, to select the architect, to supervise the construction, to plan the schedule for the whole operation, and to make provision for staffing the school. As the Church expands its system of colleges, other units will need to be developed,

and the pattern developed in the establishment of Concordia Senior College will no doubt be followed.

Scope of Responsibility.—There are 2 theological seminaries, 2 teachers colleges, 1 senior college, and 12 junior colleges with which the Board has working relationships and responsibilities.

Areas of Responsibility.—The basic policies are determined by the Church, as expressed in its constitution, and in the various actions of the Synod, as contained in the Synodical Handbook. The Board for Higher Education has relatively minor policy-forming functions; its chief service lies in policy interpretation. The local school has broad policy-forming powers within the limits of synodically determined principles. The Board for Higher Education serves as a coordinating agency rather than as an administrative agency. On the other hand, a college or seminary is not free to introduce curricula and programs without prior consultation and approval. Major programs require action by the Synod. In actual practice, the whole system of colleges manifests a wholesome spirit of unity in purpose and function, with considerable diversity in execution. This is due in part to the wide geographic distribution and to the freedom granted each school to accomplish the common aims by means and methods best suited to its situation and location. Uniformity has not been the aim or the characteristic of the elements in the system, but unity of purpose is in strong evidence. This has not been achieved by administrative fiat, but rather it is the expression of the genius of the Church body.

The Board for Higher Education carries the major portion of the responsibility in budget approval, but it, in turn, is responsible to the Board of Directors of the Church, whose approval must be obtained for the overall budget allotments of the whole system. The Synodical Treasury pays all the salaries of instructional personnel and most of the capital funds. In practice, about half of the cost of operating the colleges is covered by direct subsidy from the Church.

Individual capital investment projects, such as buildings, are approved by both the Board for Higher Education and the Board of Control of the Church, upon the recommendation of the former. A similar procedure is used in the acquisition of sites for new colleges and of land purchased related to existing campuses.

Current operations are financed jointly by the Synod and the school through subsidy and student fees, with minor other sources of income. Because of the manner of operating, the budgets of the schools generally balance.

The Church policy and practice is to provide the educational buildings necessary for the various campuses. The auxiliary service buildings are generally supplied by the Church, but maintenance is provided from local funds. Because of the financial involvement, the

Board for Higher Education and the Board of Directors of the Church have the determining voice in the planning as well as the financing of buildings. However, the local Board of Control and the faculty of the campus are involved in the planning and development of the campus.

The professional and preprofessional schools of the Missouri Synod are organized on the basis of a unit-type system. Each school has its own board of control and the president serves as the executive officer. The Synodical Handbook sets forth in considerable detail the functions, policies, and regulations governing the manner of operation of a school. In practice, each school is an independent unit free to implement a common purpose, adapted to the local conditions. The faculty of the local school has the full responsibility for the instructional endeavor of the school.

The schools of the Lutheran Church-Missouri Synod are single-purpose schools. Their program and curriculum are closely integrated and articulated. The Curriculum Commission of the Board for Higher Education, made up of faculty members from the different elements of the system, serves as the coordinating agency. Each faculty has the responsibility to plan the local program and to evaluate its effectiveness. Provisions are made for exchange of ideas and information through an annual Student Government Conference at which both faculty and student representatives are present. The initiative and responsibility for changes rest with the local schools.

Interdenominational Relationships and Relationships with Public Higher Education Boards

One of the stated functions of the Board for Higher Education is to keep itself informed about trends and movements in higher education in this country. To achieve this purpose, the officers of the Board have sought to affiliate with learned societies and national groups and to encourage participation by faculty members in the schools. Close working relationships have been established with national testing services. Contacts with a variety of service organizations in areas of planning, construction, and financial services are being maintained.

Strengths and Weaknesses

The procedures for internal responsibilities and working relationships appear to be good. The basic pattern appears to be entirely sound and has proven its effectiveness in operation.

External relationships are also well under control as far as the

procedural structure is concerned. The degree and type of relationship with public and denominational boards for higher education are dependent on the recognized need by the Church and its various agencies. Such interchange is a rather recent development and further growth in such contacts may be anticipated as their value becomes more apparent.

Institutions Related to the Board of College Education of the American Lutheran Church ¹

<i>Institution</i>	<i>Location</i>
<i>Colleges and Universities (11)</i>	
Augsburg College	Minneapolis, Minn.
Augustana College	Sioux Falls, S. Dak.
California Lutheran College*	Thousand Oaks, Calif.
Capital University	Columbus 9, Ohio
Concordia College	Moorhead, Minn.
Dana College	Blair, Nebr.
Luther College	Decorah, Iowa
Pacific Lutheran University	Tacoma 44, Wash.
St. Olaf College	Northfield, Minn.
Texas Lutheran College	Seguin, Tex.
Wartburg College	Waverly, Iowa
<i>Junior College (1)</i>	
Waldorf College	Forest City, Iowa
<i>Seminaries (3)</i>	
The Evangelical Lutheran Theological Seminary	Columbus 9, Ohio
Luther Theological Seminary	St. Paul 8, Minn.
Wartburg Theological Seminary	Dubuque, Iowa
<i>Secondary Schools (2)</i>	
Augustana Academy	Canton, S. Dak.
Oak Grove Lutheran High School	Fargo, N. Dak.

Institutions Related to the Board of College Education and Church Vocations of the Lutheran Church in America ¹

<i>Institutions</i>	<i>Location</i>
<i>Colleges and Universities (18)</i>	
Augustana College	Rock Island, Ill.
Bethany College	Lindsborg, Kana.
Carthage College	Carthage, Ill.
Carthage College	Kenosha, Wis.

¹ This listing does not include 1 seminary, 2 junior colleges, and 1 secondary school located in Canada.

* The American Lutheran Church and the Lutheran Church in America cooperate in supporting this institution.

<i>Institutions</i>	<i>Location</i>
Gettysburg College	Gettysburg, Pa.
Gustavus Adolphus College	St. Peter, Minn.
Hartwick College	Oneonta, N.Y.
Lenoir Rhyne College	Hickory, N.C.
Midland Lutheran College	Fremont, Nebr.
Muhlenberg College	Allentown, Pa.
Newberry College	Newberry, S.C.
Roanoke College	Salem, Va.
Susquehanna University	Sellinsgrove, Pa.
Thiel College	Greenville, Pa.
Upsala College	East Orange, N.J.
Valparaiso University	Valparaiso, Ind.
Wagner College	Staten Island, N.Y.
Wittenberg University	Springfield, Ohio
<i>Junior Colleges (8)</i>	
Grand View College	Des Moines, Iowa
Marion College	Marion, Va.
Suomi College	Hancock, Mich.
<i>Seminaries (8)</i>	
a. Central Lutheran Theological Seminary	Fremont, Nebr.
Hanna Divinity School, Wittenberg University	Springfield, Ohio
Lutheran School of Theology	Rock Island & Maywood, Ill.
Lutheran Theological Seminary	Gettysburg, Pa.
Lutheran Theological Seminary	Philadelphia, Pa.
Lutheran Theological Southern Seminary	Columbia S, S.C.
Northwestern Lutheran Theological Seminary	Minneapolis 4, Minn.
Pacific Lutheran Theological Seminary	Berkeley, Calif.
<i>Other (1)</i>	
The Lutheran Deaconess School for Church Workers	Baltimore, Md.

Institutions Related to the Board for Higher Education of the Lutheran Church—Missouri Synod¹

<i>Institutions</i>	<i>Location</i>
<i>Colleges and Universities (4)</i>	
Concordia College	St. Paul, Minn.
Concordia Senior College	Fort Wayne, Ind.
Concordia Teachers College	River Forest, Ill.
Concordia Teachers College	Seward, Nebr.
<i>Junior Colleges (9)</i>	
Alabama Lutheran Academy and College	Selma, Ala.
California Concordia College	Oakland 5, Calif.
Concordia College	Milwaukee 8, Wis.
Concordia College	Portland 11, Oreg. ²
Concordia Collegiate Institute	Bronxville, N.Y.

¹ This listing does not include 2 seminaries, 1 senior college, and 1 junior college located in Canada.

Concordia Lutheran College
Lutheran Concordia College of Texas
St. John's Lutheran College
St. Paul's College

Concordia Lutheran College
Lutheran Concordia College of Texas
St. John's Lutheran College
St. Paul's College

Ann Arbor, Mich.
Austin, Tex.
Winfield, Kans.
Concordia, Mo.

Ann Arbor, Mich.
Austin, Tex.
Winfield, Kans.
Concordia, Mo.

Concordia Seminary
Concordia Theological Seminary

Concordia Seminary
Concordia Theological Seminary

St. Louis 3, Mo.
Springfield, Ill.

Concordia High School
Concordia Lutheran High School
Fox Valley Lutheran High School
Lakeside Lutheran High School
Long Island Lutheran High School
Lutheran High School
Lutheran High School
Lutheran High School
Lutheran High School
Lutheran High School
Lutheran High School
Lutheran High School
Lutheran High School
Lutheran High School
Lutheran High School
Lutheran High School
Lutheran High School
Lutheran High School
Martin Luther High School
Milwaukee Lutheran High School
Our Savior Lutheran High School
St. Croix Lutheran High School
St. Paul Lutheran High School
Walther Lutheran High School

Concordia High School
Concordia Lutheran High School
Fox Valley Lutheran High School
Lakeside Lutheran High School
Long Island Lutheran High School
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Lutheran High School
Martin Lutheran High School
Milwaukee Lutheran High School
Our Savior Lutheran High School
St. Croix Lutheran High School
St. Paul Lutheran High School
Walther Lutheran High School

Seward, Nebr.
Fort Wayne, Ind.
Appleton, Wis.
Atkinson, Wis.
Glen Head, Long Island, N.Y.
Los Angeles, Calif.
Denver, Colo.
North Chicago, Ill.
South Chicago, Ill.
East Harper Woods, Mich.
West Detroit, Mich.
Mayer, Minn.
Central St. Louis, Mo.
South St. Louis, Mo.
East Cleveland Heights, Ohio
West Rocky River, Ohio
Houston, Texas
Manitowoc, Wis.
Onalaska, Wis.
Racine, Wis.
Woodside, N.Y.
Milwaukee, Wis.
New York, N.Y.
St. Paul, Minn.
St. Paul, Minn.
Melrose Park, Ill.

CHAPTER XI

Organization and Administration of Methodist Higher Education

by

JOHN O. GROSS
General Secretary
Division of Higher Education
Board of Education
The Methodist Church
and

MYRON F. WICKE
Associate General Secretary
Division of Higher Education
Board of Education
The Methodist Church

SINCE THE FOUNDING of Cokesbury College in 1785, Methodists have demonstrated their belief in the union of religion and education. In addition to their belief that it is the State's duty to educate its citizens, Methodists, as strong supporters of the dual nature of higher education in this country, feel that they have a responsibility to provide opportunities for college and university education. Today, students of many religious creeds and beliefs may be found on Methodist campuses. The Church continues its interest in higher education by establishing and supporting schools and colleges wherever and whenever the need exists.¹

Board of Education

History of Establishment

The General Board of Education of the Methodist Episcopal Church (then the northern branch of the Church) was the forerunner of the present Board of Education. The General Conference

¹ For example, Methodist College, a 4-year liberal arts college, was established and chartered by the North Carolina Conference of the Methodist Church in 1956 in response to a need indicated by the city of Fayetteville. Classes began in September 1960. In addition, North Carolina Wesleyan College in Rocky Mount and Alaska Methodist University at Anchorage were opened in 1960. There is now interest in assisting in establishing an interdenominational university at Honolulu.

of 1868 created the General Board of Education to strengthen and correlate the educational work of the church. The present Board of Education is, however, a much different agency from that first created. Today the Board is the official policy-making body of three unified divisions: The Division of Higher Education, concerned with secondary, higher, and ministerial education; the Division of the Local Church, concerned with the promotion of Christian education; and the Editorial Division, which works with church-school and other publications. These three divisions all share educational functions, but they are in many respects operationally independent.

Membership

The Board of Education consists of 91 members, of whom 81 are elected by Jurisdictional Conferences representing regional units of the church. The remaining 10 are appointed by the Council of Bishops.

There are no age qualifications for membership except that six members must be 20 years of age or under; in practice, these six are usually teenagers. There are no educational requirements. Twenty-two members are bishops; of the others, approximately one-half are laymen, and one-half ministers. While there is no specified distribution of members by sex, only four of the members of the present Board of Education are women.

Terms of membership are 4 years, with no legal requirements for overlapping terms. In practice, however, there is a good deal of overlapping. No member may continue in office for more than 12 years. While Board members receive no salary, all expenses are paid for their attendance at annual meetings.

Meetings

Meetings of the Board are open, and are held in various parts of the country, mainly to enable local church members to hear some of the notable men and women who appear on these programs. A majority of all members of the Board constitutes a quorum. Board meetings hear annual reports, discuss policy problems through committees, and reach policy decisions. Minutes are published annually.

The Board's duties and responsibilities in the field of higher education are implemented by its Division of Higher Education.

Division of Higher Education

The Division of Higher Education represents the Methodist Church in all activities concerning secondary, higher, and minis-

terial education. It has an advisory relationship to all educational institutions affiliated with the Church, including universities, colleges, secondary schools, schools of theology, other schools, and Wesley Foundations.² Members of the Division are elected by the Board of Education (from its membership) for a term of 4 years. The chairman of the Division of Higher Education is a vice-president of the Board of Education.

The principal objectives of the Division as assigned by the *Discipline* are:

- (1) To develop an educational plan and purpose which definitely relate the institutions to the church;
- (2) To foster within these institutions highest educational standards and soundest business practices; and
- (3) To aid the institutions to create and maintain an atmosphere conducive to the development of a Christian philosophy of life.

Office Operations and Staff

Funds Allotted.—The Division of Higher Education receives approximately 90 percent of its income from the General Conference through World Service funds. The balance comes from endowment and supplementary funds. Additional funds, much as those from special appropriations, special offerings, and student loans and collections, are handled by the Division. Administrative costs of the Division constitute approximately 12 percent of its total expenses. The budget of the Division exceeds \$3 million annually. It is submitted to the General Conference quadrennially.

Staff Personnel.—The General Secretary is the chief executive officer of the Division. He is elected by the Board of Education upon nomination by the Division for a term of 4 years. Though not specifically required, experience as an educator is considered desirable for the holder of this office. The present secretary holds an earned doctorate, has been president of two colleges, and is widely known in educational circles.

With almost no exceptions, the other staff officers are also experienced educators. All nine having direct relationships with colleges and universities hold an earned doctorate degree. Among seven other staff members, four hold an earned doctorate.

Staff members elected by the Board of Education upon nomination of the General Secretary for 4-year terms are the Associate General

²"A Wesley Foundation is the organized educational ministry through which the Methodist Church makes a unified approach to the tax-supported or independent college or university. The nature of its work shall be defined by the division." *Doctrines & Disciplines of the Methodist Church, 1960*. Nashville, Tenn.: The Methodist Publishing House, 1960. Paragraph 1306.

Secretary; Director of Placement; Director and Associate Director of the Department of Educational Institutions; Director and five Associate Directors of the Department of College and University Religious Life; Director and two Associate Directors of the Department of Ministerial Education; Director, Public and Church Relations; and the Director and Associate Director of Information and Publications.

Salaries of these staff members average somewhat in excess of \$10,000, and all travel expenses, a large item, are covered. The Board of Education has developed a strong program of fringe benefits which compare well with the best of American university plans.

Interdenominational Responsibilities and Working Relationships

The Division of Higher Education operates through three constituent departments:

(1) The Department of Educational Institutions, which works with colleges, universities, and secondary schools. Among its many functions are establishing and conducting educational institutions, appropriating funds for institutions, administering the Student Loan Fund, National Methodist Scholarship Fund, and other grants for student aid;

(2) The Department of College and University Religious Life, which has primary responsibility for the Division's work with college and university students through the establishment and support of Wesley Foundations, promoting the Methodist Student Movement, and other similar organizations and conferences to assist institutions in religious activities for their students.

(3) The Department of Ministerial Education, which promotes theological education and has primary responsibility for the work of the Division in relation to schools of theology, including enlistment of students for the ministry.

The Methodist Church is a large and complex body. Much of the work of the church is executed by the numerous boards responsible to the General Conference, which meets quadrennially. Strong liaison efforts are made among these agencies.

Scope of Responsibility.—At the present time, there are 135 educational institutions related in some manner to the Methodist Church, including 8 universities, 12 schools of theology, 76 senior colleges, 21 junior colleges, 14 secondary schools, and 4 "other" colleges (medical, technical, etc.). All of these are under the general guidance of the University Senate, the official accrediting agency of the Church; all are also related to the Board of Education, except for a few that are related to two other church boards.

Types of Responsibility.—The Board of Education does not govern institutions of higher education in any sense. It holds title to the college property and other assets of a few institutions attended mainly by Negroes, but even in these cases, the college is under the control of a board of trustees. A number of colleges once owned by the Board have been turned over legally to boards of trustees, and in time this will be true of all of them. The Board of Education still approves trustees for a few of these.

The relationship between the Division of Higher Education and Methodist educational institutions is advisory and correlative. However, the Board of Education, through the Senate and the Division, has considerable authority, since no institution can receive recognition by the Church or receive support from Church funds without approval of the Division. In addition, no institution can be established without the approval of the University Senate and the Division.

Areas of Responsibility and Procedures for Implementation.—The Division of Higher Education and the University Senate are separate agencies, but they work closely together. The Senate, composed of 21 "practical" educators, serves effectively as advisor to the Division, names counselors for certain institutions, and supervises surveys and studies.

The staff of the Division consists of persons who have had long, direct experience with educational and church problems. Services rendered by the staff to the institutions and the church are of many kinds, including the following:

1. Direct contributions to the institutions, largely through the annual conferences. The Division also has sizeable funds which it grants to institutions for special projects. The annual conferences reported more than \$17 million in contributions to institutions in 1961-62 for capital and current expenses, but this is by no means an inclusive figure. In general, direct grants from the Division are made for internal improvements, such as faculty enrichment, library, departmental consultations, and the like. Larger grants (more than \$2 million in 1961-62) are made to Methodist theological schools, the majority of which are parts of universities

2. Initiation and prosecution of nationwide efforts to gain understanding and support from church sources for Methodist schools, colleges, and Wesley Foundations. In this function, the Division seeks to create a national attitude of appreciation for Christian higher education and a conscience regarding moral and financial support. Within such a framework, local efforts prosper more readily

3. Counsel and service to over 700 units of the Methodist Student Movement and 183 Wesley Foundations; advisory and survey work

with foundations and supporting annual conferences; liaison with the United Student Christian Council and the World Student Christian Federation

4. An expanding program in ministerial and theological education, including provisions for in-service training (more than 18,500 involved in 1960-61), and a growing emphasis on recruitment

5. Counsel to boards of trustees and college presidents on fundamental educational matters—academic, administrative, financial. Additional outside consultants are supplied when requested. Consultative services upon request in every area of college life—business management, plant, and building problems, endowment management, personnel, curriculum, religious programs, public relations and fund raising, library, and others. Regional and statewide trustee conferences are held regularly as well as consultation services to individual trustee boards

6. Counsel to annual conferences regarding related educational institutions, to conference boards of education, and to commissions on Christian higher education

7. Counsel to presidents, deans, and directors of religious life regarding campus religious cultivation

8. Field work in regional and district conference on educational problems. Sponsorship of an annual Institute of Higher Education at Nashville, dealing with all types of administrative concerns

9. Institutional surveys and studies, including institution-wide and limited-area, as well as State and conference studies

10. Assistance with faculty conferences of all types

11. Exchange of information regarding new and important ideas and practices, especially through the following publications:

- a. *President's Bulletin Board*—Ten issues per year, dealing with administrative practices, and a *Reprint* series of important current documents on education.
- b. *Trustee*—A quarterly newsletter for trustees of church-related colleges.
- c. *Motive*—A magazine of the Methodist Student Movement published monthly between October and May, with an annual orientation issue in September, now circulating over 85,000 copies.
- d. *Faculty Forum*—A quarterly letter to faculty members, comprising "a continuing conversation among the faculty regarding the Christian faith."
- e. *Foundations*—A newsletter for members and officials of Wesley Foundations.
- f. *Higher Education Report*—A quarterly newsletter to conferences, to presidents, and others.
- g. *Methodist Student Movement Bulletin*—A newsletter to professional student workers published eight times annually.
- h. *Other Intermittent Publications:*

- (1) *Counselor's Guide to Methodist Schools, Colleges, and Universities, 1960-64*, published biennially, printing over 50,000.

- (2) *Directory of Schools and Universities of the Methodist Church, U.S.A.*, 20,000 copies annually.
- (3) *University Senate Handbook*—Published quadrennially, listing all accredited and approved educational institutions of higher learning in the United States.
- (4) *Personnel Index*—A selective listing of available faculty and staff personnel.
- (5) *Studies in Christian Higher Education*—Short treatments of specific college problems, such as basic administrative principles, development of faculty morale, creation and execution of a program in general education. Number 9, the latest of this series, was published in 1962.
- (6) Intermittent specialized pamphlets, highly selective in nature, to aid in general student recruitment; for example, *So You're Choosing a College*, over 20,000 annually.

12. Administration in cooperation with schools and colleges, of the largest single student-loan fund (approximately \$5.5 million) in the United States. The 1960-61 loans exceeded \$967,940

13. Cultivation and administration of the National Methodist Scholarship program—nearly \$300,000 in scholarships granted in 1960-61

14. A program to identify increasing numbers of promising teaching candidates for Methodist schools, colleges, and Wesley Foundations

15. Representation of the schools, colleges, universities, and Wesley Foundations to other Methodist agencies, such as the Central Office of Promotion; the Television, Radio, and Film Commission; the Methodist Publishing House; and the Methodist Press.

Interdenominational Responsibilities and Working Relationships

The Methodist Church is committed to cooperation with all denominations, and this is true of its work in higher education. Many divisional services are made available to other churches. For example, the quarterly publication, *Trustee*, goes to as many non-Methodist as Methodist trustees. The Commission on Christian Higher Education of the National Council of Churches has been chaired by the General Secretary of the Division. Several colleges related to the Methodist Church are joint projects of two or more denominations, for example, Dillard University in New Orleans.

In behalf of the educational institutions, the Division maintains liaison with leading educational agencies of the United States, such as the American Council on Education, the National Education Association, the American Alumni Council, and the American College Public Relations Association. (A staff member recently served on the executive committee of the American Council on Education.)

The University Senate

History and Membership

The University Senate was established in 1892, as the result of action taken by the General Conference of the Methodist Episcopal Church at Omaha in the same year. It was designated the official accrediting agency of the church, and its membership was chosen from the educational institutions of the church. The founding of the University Senate antedated by nearly 3 years the founding of the North Central Association, thus making it the oldest standardizing body in the United States. In 1939, the University Senate was recognized by the Uniting Conference as the official accrediting agency of The Methodist Church.

The University Senate consists of 21 persons, not members of the Board of Education, who are actively engaged in the work of education. Eleven are named by the Board of Education and 10 by the Council of Bishops.

Duties and Powers

The University Senate is the accrediting and standardizing agency for all the educational institutions in the United States related to The Methodist Church, and it publishes a list of these institutions every 4 years.

The Senate approves^a other regionally accredited educational institutions in the United States for the purpose of qualifying candidates for admission to annual conferences.

The Senate makes an annual report to the Division of Higher Education of the Board of Education regarding the proper classification for each institution related to The Methodist Church. No institution may announce a different classification from that assigned to it by the Senate without first securing the approval of the Senate and of the Division of Higher Education.

The Senate may investigate on its own initiative or upon the written request of any general board of the church or conference board of education the personnel, scholastic requirements, resources, and procedures of any educational institution claiming or adjudged to be related to The Methodist Church, and may report to the Division of Higher Education whether or not the institution is of such a nature as to justify official recognition and continued support by the church.

^a The University Senate accredits institutions claiming or adjudged to be related to The Methodist Church. It approves other regionally accredited institutions for qualifying candidates for admission to an annual conference. Accreditation by a regional association does not necessarily imply approval by the Senate.

The Senate serves as consultant and counselor on all educational matters to all the church-related educational institutions, to the annual conferences, and to the Board of Education, and may report its conclusions to the appropriate body or bodies.

The Senate may require such reports from the educational institutions related to the church as are considered necessary for an understanding of the work, status, and progress of the institution.

No annual conference may establish, acquire, or affiliate with any educational institution unless the approval of the Senate and of the Division of Higher Education has been previously obtained.

Although the University Senate and the Division of Higher Education are independent agencies with complementary functions, they have worked together through the years to promote and strengthen the educational institutions related to the church. The general secretary of the Division is also executive secretary of the Senate.

Strengths and Weaknesses of the Board of Higher Education

To serve an organization as large and complex as The Methodist Church is indeed a difficult and ever-changing task. At present, however, the structure of the Board of Education facilitates cooperation and coordination among the various divisions and departments for effectiveness and efficiency in implementing the manifold program of education.

On the other hand, since there is always room for improvement, the procedures and program of the Board are evaluated at least every 4 years in light of rapidly changing concepts and conditions.

Institutions Affiliated with the Division of Higher Education of The Methodist Church

<i>Institution</i>	<i>Location</i>
<i>Colleges and Universities (84)</i>	
Adrian College	Adrian, Mich.
Alaska Methodist University	Anchorage, Alaska
Albion College	Albion, Mich.
Allegheny College	Meadville, Pa.
American University	Washington, D.C.
Athens College	Athens, Ala.
Baker University	Baldwin, Kans.
Baldwin-Wallace College	Berea, Ohio
Bennett College	Greensboro, N.C.
Bethune-Cookman College	Daytona Beach, Fla.
Birmingham-Southern College	Birmingham, Ala.
Boston University	Boston, Mass.
California Western University	San Diego, Calif.
Centenary College of Louisiana	Shreveport, La.

<i>Institution</i>	<i>Location</i>
Central Methodist College	Fayette, Mo.
Clafin College	Orangeburg, S.C.
Clark College	Atlanta, Ga.
Columbia College	Columbia, S.C.
Cornell College	Mount Vernon, Iowa
Dakota Wesleyan University	Mitchell, S.Dak.
DePauw University	Greencastle, Ind.
Dickinson College	Carlisle, Pa.
Dillard University	New Orleans, La.
Drew University	Madison, N.J.
Duke University	Durham, N.C.
Emory and Henry College	Emory, Va.
Emory University	Atlanta, Ga.
Evansville College	Evansville, Ind.
Florida Southern College	Lakeland, Fla.
Greensboro College	Greensboro, N.C.
Hamline University	St. Paul, Minn.
Hendrix College	Conway, Ark.
High Point College	High Point, N.C.
Huntingdon College	Montgomery, Ala.
Huston-Tillotson College	Austin, Tex.
Illinois Wesleyan University	Bloomington, Ill.
Iowa Wesleyan College	Mount Pleasant, Iowa
Kansas Wesleyan University	Salina, Kans.
Kentucky Wesleyan College	Owensboro, Ky.
LaGrange College	LaGrange, Ga.
Lambuth College	Jackson, Tenn.
Lawrence College	Appleton, Wis.
Lycoming College	Williamsport, Pa.
MacMurray College	Jacksonville, Ill.
McKendree College	Lebanon, Ill.
McMurry College	Abilene, Tex.
Methodist College	Fayetteville, N.C.
Millsaps College	Jackson, Miss.
Morningside College	Sioux City, Iowa
Mount Union College	Alliance, Ohio
National College	Kansas City, Mo.
Nebraska Wesleyan University	Lincoln, Nebr.
North Carolina Wesleyan College	Rocky Mount, N.C.
Northwestern University	Evanston, Ill.
Ohio Northern University	Ada, Ohio
Ohio Wesleyan University	Delaware, Ohio
Oklahoma City University	Oklahoma City, Okla.
Paine College	Augusta, Ga.
Pfeiffer College	Misenheimer, N.C.
Philander Smith College	Little Rock, Ark.
Randolph-Macon College	Ashland, Va.
Randolph-Macon Woman's College	Lynchburg, Va.
Rocky Mountain College	Billings, Mont.
Rust College	Holly Springs, Miss.
Scarritt College for Christian Workers	Nashville, Tenn.
Simpson College	Indianola, Iowa
Southern Methodist University	Dallas, Tex.

*Institution**Location*

Southwestern College
Southwestern University
Syracuse University
Tennessee Wesleyan College
Texas Wesleyan College
Union College
University of Chattanooga
University of Denver
University of Puget Sound
University of the Pacific
Wesleyan College
West Virginia Wesleyan College
Western Maryland College
Westminster College
Wiley College
Willamette University
Wofford College

Winfield, Kans.
Georgetown, Tex.
Syracuse, N.Y.
Athens, Tenn.
Fort Worth, Tex.
Barbourville, Ky.
Chattanooga, Tenn.
Denver, Colo.
Tacoma, Wash.
Stockton, Calif.
Macon, Ga.
Buckhannon, W. Va.
Westminster, Md.
Salt Lake City, Utah
Marshall, Tex.
Salem, Oreg.
Spartanburg, S.C.

Junior Colleges (21)

Andrew College
Brevard College
Centenary College for Women
Emory-at-Oxford
Ferrum Junior College
Green Mountain College
Hiwassee College
Kendall College
Lindsey Wilson College
Lon Morris College
Louisburg College
Martin College
Morristown College
Reinhardt College
Snead College
Spartanburg Junior College
Sue Bennett College
Vermont College
Wesley College
Wood Junior College
Young Harris College

Cuthberg, Ga.
Brevard, N.C.
Hackettstown, N.J.
Oxford, Ga.
Ferrum, Va.
Poultney, Vt.
Madisonville, Tenn.
Evanston, Ill.
Columbia, Ky.
Jacksonville, Tex.
Louisburg, N.C.
Pulaski, Tenn.
Morristown, Tenn.
Waleska, Ga.
Boaz, Ala.
Spartanburg, S.C.
London, Ky.
Montpelier, Vt.
Dover, Del.
Mathiston, Miss.
Young Harris, Ga.

Schools of Theology (12)

Boston University School of Theology
Drew University, The Theological School
Duke University, The Divinity School
Emory University, Candler School of Theology
Gammon Theological Seminary¹
Garrett Theological Seminary
Iliff School of Theology
Methodist Theological School in Ohio
Perkins School of Theology

Boston, Mass.
Madison, N.J.
Durham, N.C.
Atlanta, Ga.
Atlanta, Ga.
Evanston, Ill.
Denver, Colo.
Delaware, Ohio
Dallas, Tex.

¹ Interdenominational Theological Center.

<i>Institution</i>	<i>Location</i>
Southern Methodist University	
Saint Paul School of Theology, Methodist	Kansas City, Mo.
Southern California School of Theology	Claremont, Calif.
Wesley Theological Seminary	Washington, D.C.
<i>Other Schools (4)</i>	
Meharry Medical College	Nashville, Tenn.
Port Arthur College	Port Arthur, Tex.
Sager-Brown Home and Godman School	Baldwin, La.
Wesley College	Grand Forks, N. Dak.
<i>Secondary Schools (14)</i>	
Allen High School	Asheville, N.C.
Boylan-Haven-Mather Academy	Camden, S.C.
George O. Robinson School	San Juan, P.R.
Harwood Girls' School	Albuquerque, N. Mex.
Holding Institute	Laredo, Tex.
Kents Hill School	Kents Hill, Me.
Lydia Patterson Institute	El Paso, Tex.
Navajo Methodist Mission School	Farmington, N. Mex.
Pennington School	Pennington, N.J.
Randolph-Macon Academy	Front Royal, Va.
Tilton School	Tilton, N.H.
Vashti School	Thomasville, Ga.
Wilbraham Academy	Wilbraham, Mass.
Wyoming Seminary	Kingston, Pa.

CHAPTER XII

Organization and Administration of Higher Education: The Presbyterian Church

TWO PRESBYTERIAN BODIES—The Presbyterian Church in the United States and The United Presbyterian Church in the United States of America—have substantial educational programs and interests involving some 80 institutions, most of which are institutions of higher education.

Board of Christian Education, Presbyterian Church in the United States

by
HUNTER B. BLAKELY, *Former Secretary*
Division of Higher Education
Board of Christian Education
Presbyterian Church in the United States

The Presbyterian Board of Christian Education was established in 1949, when the General Assembly of the Presbyterian Church in the United States was reorganized and executive committees of the various phases of the Church's work were changed to church boards. Prior to that time, the educational work of the Church was performed by the Executive Committee of Christian Education and Ministerial Relief, whose existence began with the founding of the Church in 1861. Through the years, the Presbyterian Church in the United States has developed a program involving all areas of higher education.

The Board of Christian Education is responsible for the organization, administration, and promotion of every phase of the Church's program of education, including Christian teaching, men's work, higher education, Christian action, field service, and publication. It is directed by the General Assembly to establish and to maintain such organizations and facilities as in its judgment may be required

to carry out this assignment, including the preparation and distribution of books, programs, pictures, magazines, and all other essential materials.

The Board, which is directly responsible to the General Assembly, is required to present to the Assembly the complete record of its proceedings, an annual report, an audited statement of its financial situation, and such recommendations as it may deem necessary to the successful discharge of the work committed to its care.

Membership

The Board consists of not less than 24 members, appointed directly by the Assembly. Twenty-one of these serve for terms of 3 years each, subject to reelection for two additional 3-year terms at the pleasure of the Assembly; these 21 members are divided into three classes, so that terms of not more than one-third will expire in any one year. Three members are elected by the General Assembly from the lay representatives of the Executive Committee of the Assembly Men's Council for 3-year terms, and are also divided into three classes, so that not more than one member's term will expire in any one year. The Board does not have ad interim authority to fill vacancies, but reports such vacancies through proper channels to the next General Assembly.

The membership requirements and qualifications are based on ability and interest, and are determined by the nominating committee of the General Assembly, with no discrimination as to age, sex, race, or vocation. Members of the Board include ministers, laymen, and laywomen.

No salaries or compensation is provided. Instead, actual expenses incurred in attending meetings are paid.

Meetings

The Board is required to hold at least three stated meetings annually, calling such additional meetings from time to time as the conduct of the work may require. Notice of meetings must be given to all members of the Board in writing 2 weeks in advance. Called meetings may transact only the business stated in the call and business arising therefrom. A quorum for business consists of 11 duly qualified members of the Board of Christian Education.

Meetings of the Board of Christian Education are closed to the public but open to invited visitors and staff members of the Board. Meetings are held at regular intervals of 4 months in Richmond, Va., where the office building of the Board is located.

At the regular meetings, reports are made by all divisions of the Board, and matters of business concerning these divisions are brought to committees. Recommendations of committees are acted upon by the entire Board. Board minutes are made available upon request to responsible individuals or groups.

Office Operations and Staff

Funds Allotted.—The staff of the Division of Higher Education is appointed by the Board of Christian Education and financed by funds provided by the denomination to this Board.

Staff Personnel.—The chief executive officer of the Division of Higher Education is the Secretary of Higher Education. He is selected by the Board of Christian Education and elected for a term of 3 years with a tenure provision as long as satisfactory until retirement at the age of 70. He has general supervision of the entire work of the Division. It is his duty to nominate staff members to the Executive Secretary of the Board of Christian Education and through him to the Board. His salary and the expenses of his office are paid by the Board.

Other staff personnel within the Division are the Director and Associate Director of the Department of Campus Christian Life, the Director and Associate Director of the Department of Christian Vocation, and the Director and Associate Director of the Department of Enlistment. Each is elected for a period of 3 years.

In their respective departments, the salaries and expenses of their offices are paid by the Board.

Intrad denominational Responsibilities and Working Relationships

In addition to higher education, the Board of Christian Education has many other duties. Although official action is taken as a united agency, the Board functions through committees, six members of which are assigned to higher education. The Division of Higher Education carries on its work through four departments:

(1) The Department of Schools and Colleges, which is concerned with the 17 senior colleges, 6 junior colleges, 4 theological seminaries, and the Presbyterian School of Christian Education;

(2) The Department of Campus Christian Life, which is responsible for the oversight of some 250 Westminster Fellowships on college and university campuses in State, independent, and church-related institutions;

(3) The Department of Christian Vocation, which carries forward a Presbyterian Guidance Program in some 1,500 local congregations

and prepares literature on guidance and vocations for the membership of the entire church. Related to the Presbyterian Guidance Program are Guidance Centers in 10 Presbyterian senior colleges; and

(4) The Department of Enlistment, which is concerned with recruiting men and women for the ministry and mission service and other full-time church vocations. Within this department is administered the program of student loans, scholarships, and grants-in-aid.

The Board of Christian Education reports annually to the General Assembly of the Presbyterian Church in the United States. These reports are made by divisions. The Division of Higher Education, for example, provides the information concerning the higher education program in relation to all other boards and agencies of the Church.

Types of Responsibility.—The Division of Higher Education has no control over the educational institutions of the Presbyterian Church in the United States. It serves in an advisory capacity by coordinating the various institutions in a united program of development, interest, and concern. The responsibility for institutional operation and control is left with governing boards of the institutions and committees of the 16 synods which form the General Assembly of the Presbyterian Church in the United States. The institutions are responsible directly to the synods of the Church. The denominational financial support of these institutions is provided by the synods.

Certain specific requirements have been established by the Presbyterian Church, U. S., which must be met by an institution in order to qualify as (1) a "Presbyterian" college or (2) an "Affiliated Presbyterian" college. These requirements are set forth below:

Requirements for a "Presbyterian" College (or Junior College)

1. Accredited Colleges

(1) Two-thirds of the trustees of the institution are to be elected, nominated, or ratified by one or more presbyteries or synods of said Church.

(2) The president or chief officer is to be a member of the Presbyterian Church in the United States.

(3) All regular members of the faculty are to be active members of some evangelical church, a majority being Presbyterian.

(4) The college shall provide thorough courses in the Bible and shall require at least one of these for graduation.

(5) The college shall submit annually to the Board of Christian Education full financial information on forms supplied by the Committee, with a full audit if the Committee so desires.

(6) The college shall be fully accredited by the regional accrediting agency.

2. Nonaccredited Colleges

The requirements for a Presbyterian College of this group are the same as for accredited colleges, with the exception of No. 6, which is as follows:

(6) If the institution is not fully accredited by the regional accrediting agency, it must be making steady progress toward full recognition and must be maintaining sound standards of work.

Requirements for An "Affiliated Presbyterian" College

(1) A majority of the trustees shall be members of the Presbyterian Church in the United States, or a majority of the trustees shall be elected, nominated, or ratified by one or more presbyteries or synods of said Church.

(2) The president or chief officer is to be a member of the Presbyterian Church in the United States.

(3) All regular members of the faculty are to be active members of some evangelical church.

(4) The college shall provide thorough courses in the Bible and shall require at least one of these for graduation.

(5) The college shall submit annually to the Board of Christian Education full financial information on forms supplied by the Committee, with a full audit if the Committee so desires.

(6) The college shall be fully accredited by the regional accrediting agency.

Scope of Responsibility.—The Division of Higher Education maintains working relationships with 4 theological seminaries, the Presbyterian School of Christian Education, 17 senior colleges, 6 junior colleges, 4 secondary schools, and 2 Presbyterian mission schools.

Areas of Responsibility.—The Division of Higher Education cooperates in policy-making for the colleges related to the denomination. However, the final word in policy-making is with the individual college board, its administration, and faculty.

Budgets are prepared and approved by the individual college administrations, submitted to the college board, and presented to the supporting synods.

The financing of current operations is under the control of the Board of Trustees of the institution. The Division of Higher Education gives publicity to the needs of educational institutions and encourages the support of the Church's institutions by benevolence-giving and by special gifts and bequests.

The planning and financing of physical facilities is under the control of the local board of an institution.

The local board of an institution appoints its administrative head, the president of the institution. Upon his nomination, with the assistance of the deans and chairmen of faculty divisions, the faculty is elected by the board of trustees of the institution. Student services and other personnel matters are handled at the local college level.

The program of the college is under the supervision of the administration and the faculty, subject to the elected board of trustees of the institution, the trustees being responsible to their respective Church courts.

Interdenominational Responsibilities and Working Relationships

The Division of Higher Education represents the Board of Christian Education in its work with other Church boards engaged in programs of higher education. It also represents this Board and its related educational institutions in the American Council on Education, the Association of American Colleges, the regional associations of colleges, and in its relations with the U. S. Office of Education.

Strengths and Weaknesses

The organization of the Division of Higher Education of the Presbyterian Board of Christian Education is in general similar to that of the other boards of the denomination. It appears to work well and provides appropriate means by which the educational program may be carried out with efficiency.

Board of Christian Education, United Presbyterian Church in the U.S.A.

A report on the higher education program of the United Presbyterian Church, U. S. A., was requested from that denomination's Board of Christian Education. Since the report was not received, the following descriptive section was developed by the author from available resource items.

The higher education program of The United Presbyterian Church in the U.S.A. is under the administration and direction of the Board of Christian Education, through its General Division of Higher Education. The 170th General Assembly, meeting in 1958, commissioned the Board of Christian Education to prepare a statement on

"The Church and Higher Education," to be presented at a subsequent meeting of the Assembly.

The committee appointed by the Board to execute this commission submitted its report at the meeting of the 173d General Assembly, meeting in 1961. Among other things, the committee noted that the denomination had not fully recognized or adequately discharged its special responsibility in the field of higher education.

The present Board of Christian Education was created by action of the 1958 General Assembly of the denomination as a part of the action consolidating numerous boards and agencies of two merging denominations, the former United Presbyterian Church of North America and the former Presbyterian Church in the United States of America. Each of these merging boards carried on the work of certain antecedent boards which were related to colleges. Specifically, the Board of Christian Education of the former Presbyterian Church in the United States of America included the work of the College Board of that church, which had been constituted in 1883 to cooperate with local agencies in determining sites for new institutions, to decide what institutions should be aided, and to coordinate financial appeals of the colleges.

The Board of Christian Education is comprised of 48 members, elected by the General Assembly of the Church on nomination by a committee on nominations of the Assembly. Of the 48 members, at least 12 must be laymen and 12, laywomen. Members are elected for a term of 3 years and are limited to a total period of 12 years on the Board.

The staff of the Board includes a Secretary for the General Division of Higher Education and an Associate Secretary, both of whom give a major portion of their time to working with the colleges. In addition, the General Secretary of the Board maintains very close relationships with the colleges.

The Board acts under authority of the General Assembly of the church in accord with one of the purposes stated in the charter of the Board, as follows: "To establish, encourage and assist educational institutions related to the United Presbyterian Church in the United States of America but the corporation shall not have the power to confer degrees."

Although 45 church-related colleges come within the scope of the Board's activities, it has a governing or controlling relationship with none of them. Each institution is governed by its own board of trustees under charter provisions which vary greatly. Some colleges are owned by a judicatory of the church, such as a synod. Others are Presbyterian by history and tradition but have no legal ties with the church whatsoever.

Through its General Division of Higher Education, the Board

maintains close contact with the administrations of the 45 institutions. The Board annually recommends a list of colleges to the General Assembly, which is the governing body of the church, for endorsement. The basis for each recommendation by the Board is the meeting of standards adopted by the General Assembly in 1943. These standards are set forth below:

"1. The college shall adopt a statement of purpose clearly defining its status as a Christian college. This statement of purpose shall be included in the statement of institutional purpose in the official college catalogue and shall furthermore indicate that the college is affiliated with the Presbyterian Church, U.S.A.

"2. It shall be the declared policy of the college to employ as regular members of the faculty only men and women who are active members in good standing of some evangelical Christian church which affirms its loyalty to Jesus Christ as the Divine Lord and Savior.

"3. The college shall provide courses in Biblical studies and shall require at least one such course for graduation.

"4. The college shall submit annually to the Board of Christian Education complete financial information for the year on forms supplied by the Board, and shall have an annual audit made by a certified public accountant. It is further recommended that the statements contained in the accountant's report shall conform with the accounting principles applicable to institutions of higher education.

"5. The college shall be officially and fully accredited by the regional accrediting agency."

From time to time the Board at its own expense has engaged in a survey of the colleges intended to identify strengths and weaknesses and to assist the colleges in their long-range plans. Each college submits an audit report on its financial condition annually. The Board has developed a formula on the basis of which it makes appropriations annually to these colleges.

In its 1961 report, "The Church and Higher Education," presented to the General Assembly, the special study committee of the Board of Christian Education stressed the need to reexamine the relationship of the church to the colleges and to prepare for responsible decisions and action. Said the committee: "There is no place for mediocrity in a church-related college; if the education offered does not demand the highest standards of excellence, it should not be offered in the name of the church and the Christian faith. Moreover, inadequately supported colleges will not do; for standards in teaching, in equipment, in living, in community life cannot be maintained at levels of excellence without a measure of financial strength. It

would be a presumption to claim that the church-related colleges are meeting adequately the needs of our day.

"All of this means that the colleges, as well as the church, must take their responsibilities seriously. It may also mean that some colleges presently related to the church will have to lose that connection. Such an eventuality would be hard for the church to approach, and this statement is not intended in itself to judge any particular college except as the institution may inevitably be judged by the standards suggested here. But we believe that the cause of higher education in general, of Christian higher education in particular, and of the relations between church and university community will be more hurt than helped by colleges bearing the name of the church which do not fairly measure up to the best standards of the academic world. We believe, also, however, that the church, which ought to be nourishing these institutions, has an inescapable responsibility to help in the strengthening and 'upgrading' of our colleges. At the same time the colleges have an obligation to accept the nurture of the church."

The Board of Christian Education maintains a relationship with the Commission on Higher Education of the Division of Christian Education of the National Council of the Churches of Christ in the United States of America and with the Council of Protestant Colleges and Universities, which is related to the Commission.

Institutions Related to the Board of Higher Education of the Presbyterian Church in the United States

<i>Institution</i>	<i>Location</i>
<i>Colleges and Universities (15)</i>	
Arkansas College	Batesville, Ark.
Austin College	Sherman, Tex.
Belhaven College	Jackson, Miss.
Davidson College	Davidson, N.C.
*Davis and Elkins College	Elkins, W. Va.
*Florida Presbyterian College	St. Petersburg, Fla.
Hampden-Sydney College	Hampden-Sydney, Va.
King College	Bristol, Tenn.
Mary Baldwin College	Staunton, Va.
Presbyterian College	Clinton, S.C.
Queens College	Charlotte, N.C.
St. Andrews Presbyterian College	Laurinburg, N.C.
Southwestern at Memphis	Memphis, Tenn.
Stillman College	Tuscaloosa, Ala.
*Westminster College	Fulton, Mo.
<i>Affiliated Colleges (2)</i>	
Agnes Scott College	Decatur, Ga.
*Centre College	Danville, Ky.

<i>Institution</i>	<i>Location</i>
Junior Colleges (6)	
Lees Junior College	Jackson, Ky.
Lees-McRae College	Banner Elk, N.C.
Montreat Anderson College	Montreat, N.C.
Peace College	Raleigh, N.C.
School of the Ozarks	Point Lookout, Mo.
Schreiner Institute	Kerrville, Tex.
Theological Seminaries (4)	
Austin Presbyterian Theological Seminary	Austin, Tex.
Columbia Theological Seminary	Decatur, Ga.
*Louisville Presbyterian Theological Seminary	Louisville, Ky.
Union Theological Seminary	Richmond, Va.
* Related both to the Presbyterian Church in the United States and to the United Presbyterian Church in the United States of America	
Other Schools (3)	
Presbyterian School of Christian Education	Richmond, Va.
Mission Schools	
Oklahoma Presbyterian College	Durant, Okla.
Presbyterian Pan-American School	Kingsville, Tex.
Secondary Schools (4)	
Chamberlain Hunt Academy	Port Gibson, Miss.
French Camp Academy	French Camp, Miss.
Glade Valley School, Inc.	Glade Valley, N.C.
Rabun Gap-Nacoochee	Rabun Gap, Ga.

**Institutions Affiliated with the Board of Christian Education of the
United Presbyterian Church in the United States of America**

Colleges and Universities (45)	
Alma College	Alma, Mich.
Beaver College	Jenkintown, Pa.
Blackburn College	Carlinville, Ill.
Buena Vista College	Storm Lake, Iowa
Carroll College	Waukesha, Wis.
Centre College of Kentucky	Danville, Ky.
Coe College	Cedar Rapids, Iowa
Davis and Elkins College	Elkins, W. Va.
Dubuque, The University of	Dubuque, Iowa
Emporia, The College of	Emporia, Kans.
Grove City College	Grove City, Pa.
Hanover College	Hanover, Ind.
Hastings College	Hastings, Nebr.
Huron College	Huron, S. Dak.
Idaho, The College of	Caldwell, Idaho
Illinois College	Jacksonville, Ill.
Jamestown College	Jamestown, N. Dak.
Johnson C. Smith University	Charlotte, N.C.
Lafayette College	Easton, Pa.
Lake Forest College	Lake Forest, Ill.

Institution

Lewis and Clark College
Lindenwood College for Women
Macalester College
Maryville College
Millikin University
Missouri Valley College
Monmouth College
Muskingum College
Occidental College
Park College
Parsons College
Pikeville College
Rocky Mountain College
Sterling College
Tarkio College
Trinity University
Tulsa, The University of
Tusculum College
Waynesburg College
Westminster College
Westminster College
Westminster College¹
Whitmore College
Willson College
Wooster, The College of

Theological Seminaries (8)

Bloomfield Seminary²
Dubuque Seminary²
Johnson C. Smith Seminary
Louisville Seminary
McCormick Seminary
Pittsburgh Seminary
Princeton Seminary
San Francisco Seminary

¹ Interdenominational

² Associate members

Location

Portland, Oreg.
St. Charles Mo.
St. Paul, Minn.
Maryville, Tenn.
Decatur, Ill.
Marshall, Mo.
Monmouth, Ill.
New Concord, Ohio
Los Angeles, Calif.
Parkville, Mo.
Fairfield, Iowa
Pikeville, Ky.
Billings, Mont.
Sterling, Kans.
Tarkio, Mo.
San Antonio, Tex.
Tulsa, Okla.
Greenville, Tenn.
Waynesburg, Pa.
Fulton, Mo.
New Wilmington, Pa.
Salt Lake City, Utah
Spokane, Wash.
Chambersburg, Pa.
Wooster, Ohio

Bloomfield, N.J.
Dubuque, Iowa
Charlotte, N.C.
Louisville, Ky.
Chicago, Ill.
Pittsburgh, Pa.
Princeton, N.J.
San Anselmo, Calif.

CHAPTER XIII

Organization and Administration of Protestant Episcopal Higher Education

THE WORK of the Protestant Episcopal Church in higher education is carried on by the College and University Division and the American Church Institute. The functions of the College and University Division are performed in partnership with the Church Society for College Work (the private, independent society within the Church for the development and support of college work).

The College and University Division provides assistance to agencies of the Episcopal Church in conducting ministries and in services and aid to Episcopal faculty and students within colleges and universities throughout the country. Also, there are programs, centers, and scholarships for foreign students.

In addition to those institutions with which the American Church Institute has working relationships, there are several other colleges related to the Episcopal Church. Each, however, operates under its own board of trustees and its own charter. The Division has no responsibility for supervision or administration of the colleges. The American Church Institute, on the other hand, is directly related to the actual conduct of schools and colleges.

Program of the College and University Division

The College and University Division seeks to represent the Church's interest in and concern for higher education, and also assists the dioceses of the Episcopal Church in developing the Church's ministry and mission within colleges and universities. Its chief goals are (1) to keep the Church informed about critical developments and issues within higher education and on occasion to communicate the Church's concern to agencies involved in higher education; (2) to support the expansion of the Church's college work (or "campus ministry") made necessary by the rapid growth of colleges and universities; (3) to improve the quality, depth, and sensitivity of the work being done, through helping in leadership

training and by providing opportunities for study and work by students, teachers, and college clergy (especially opportunities which cannot be provided locally).

The American Church Institute

by

MARVIN C. JOSEPHSON, Director
American Church Institute, National Council
Protestant Episcopal Church

History of Establishment

In 1865, under the leadership of both Northern and Southern churchmen, an effort was made at the General Convention of the Protestant Episcopal Church to awaken the Church to its responsibility for Negroes, particularly in the South, through the organization known as "The Protestant Episcopal Freedman's Commission to Colored People." In 1866 the name was changed to the "Commission on Work Among Colored People" and later to the "Commission on Negro Work." By 1900, the commission had received some appropriations from the Board of Missions of the Protestant Episcopal Church toward its proposed work. At that time, the Negro communicants of the Episcopal Church numbered 15,000. (The present number is about 75,000).

The Episcopal Church was not satisfied with these results, and the General Convention in 1904 dissolved the Commission on Negro Work and transferred its duties to the Board of Missions. The Board of Missions made a special study of the situation, enlisting the help of churchmen from both the North and the South. By the end of 1905, the Board reached the conclusion that, to best serve the Negro population, a small autonomous body of 12 churchmen should be established to make a specialty of Negro work. Originally called "The American Church Institute for Negroes," this body was subsequently titled "The American Church Institute."

The American Church Institute for Negroes was incorporated in 1906 by the Board of Missions "to promote the cause of education of Negroes in the South." The Episcopal Church felt that education was an essential prelude to the advancement of the Negro in citizenship and economic position, as well as religious development.

Membership

The American Church Institute is governed by a board of trustees, appointed largely from the membership of the National Council,

which is the executive body of the Episcopal Church. The By-Laws were amended in 1957, and the number of members of the Board of Trustees was fixed at no fewer than 5 and no more than 25. So far as practicable and legal, no fewer than 2 of the members of the Board of Trustees are to be elected from the membership of the National Council of the Protestant Episcopal Church and/or its officers and staff, 1 of said members to be the Presiding Bishop. The election of members of the Board of Trustees is by a majority of the trustees present and voting at such meetings at which a quorum is present. The two ex officio members of the Board of Trustees are the Presiding Bishop and the Director of the American Church Institute. The trustees hold office until the next annual meeting or until their successors are elected, if there should be any resignations. Any trustee may resign by notice in writing to the President or the Director and such resignation is effective upon receipt of such notice by the President or Director.

There are no specific age, educational, religious, or vocational requirements or qualifications for membership. At the present time, two of the members on the Board of Trustees are women. No compensation is paid to members, but expenses for official meetings are met out of the funds of the American Church Institute.

Meetings

Meetings of the American Church Institute are held in conjunction with the quarterly meetings of the National Council of the Protestant Episcopal Church. The annual meeting of the Board is held in the spring of each year at the headquarters of the National Church in New York City. Any necessary business may be transacted at a meeting of the Board, although it may not have been specified in the notice of the meeting, except for amendments of the Bylaws and other such actions, notice of which may be required by law. The President or any three members of the Board may call a special meeting of the Board, provided at least 5 days' advance notice is given in writing by the Director, the Secretary, or any of the members calling such a meeting.

A majority of the trustees in office at any time constitutes a quorum for the transaction of business at any meeting of the Board of Trustees, although eight or more trustees constitute a quorum regardless of the number of trustees in office at the time of the meeting. The Board of Trustees may, in its discretion, appoint by general resolution an Executive Committee, to which may be delegated such powers and duties as the Board may see fit. The Secretary is required to have minutes of previous meetings available

at such meeting. Meetings are open only to members of the Board of Trustees. By virtue of custom, the Director of the Home Department is the President and the Presiding Bishop is Honorary President.

Office Operations and Staff

Funds Allotted.—While the major income of the Institute comes from the National Council, invested funds pay for the entire cost of administration and also contribute toward the support of the program. The bulk of the income is used for annual appropriations to the schools. No set formula is applied, but the appropriations are based on a budget, which includes provisions for such items as emergency grants, scholarship funds, and faculty study funds, in addition to the regular appropriations. Apart from travel and incidental expenses, the Institute's expenses are fixed in nature. The ACI budget for 1962 was \$472,704.00 and the support given to the schools represents almost one-third of their operating budgets.

Staff Personnel.—The Director, who is the chief executive officer of the ACI, is appointed by the Presiding Bishop with the approval of the National Council. He is also an officer of the National Council and reports directly to the Director of the Home Department. He must have a background in education, be conversant with administrative and financial problems, and have experience in fund raising and public relations. He is appointed for an indefinite term, subject to the discretion of the Board. His principal function is to serve as the medium of communication between the Board and the various institutions affiliated with the Institute. Among his major duties are raising funds for scholarships, advising the colleges on administrative and curriculum matters and representing them at the Board meetings, and representing the Board at the National Council meetings. His salary is set by the Board and he is accountable for his expenses; an item is provided in the budget for that purpose. He is authorized to employ a secretary and any other staff approved by the Board of Trustees and provided for in the budget.

The Secretary and Treasurer are unpaid members of the Board, the Treasurer normally being also the Treasurer of the National Council. All accounts are serviced without charge through the Finance Department of the National Council.

Intradenominational Responsibilities and Working Relationships

The American Church Institute for Negroes was established as a Virginia corporation of the Protestant Episcopal Church in the

U.S.A., responsible to the National Council and to the General Convention of the Protestant Episcopal Church. It is also an integral part of the Division of Domestic Missions of the Home Department of the National Council of the Protestant Episcopal Church. In 1961, the official title was changed to "The American Church Institute."

In the original charter of the Institute, close association with the Episcopal Church was assured by a provision that all the trustees would be members of, or nominated by, the Board of Missions. When the National Council was formed in 1919, the question of responsibility was raised once again, and in 1920 a committee of the National Council recommended "that ACIN be continued as a separate body, to report directly to the Presiding Bishop and the Council, their appropriations and receipts, plan of work." The director of the Institute gives a report of his work to the National Council and to the General Convention.

Types of Responsibilities.—In the early years of its existence, when policies were being determined, the Institute wrestled with the problem of how to assist Negro education; whether to establish one or two large schools in the South, or open schools in each of the Southern States that had a large Negro population. After much consideration, a policy was adopted to assist and strengthen schools already in existence. At the outset, however, limited resources made it difficult to offer more than encouragement and advice.

The Institute has only "visitorial" powers in cases where it is not represented on the Board of Trustees, and the representatives of the ACI can exercise no broad administrative powers whatsoever. The schools are completely autonomous and manage their own affairs without direct intervention from the ACI. Although the Institute owns no academic plant, employs no faculty, and enrolls no students, its influence should not be discounted, since the withdrawal of its financial support would be likely to result in stoppage of the schools' operations.

In some ways, the Institute functions like a holding company in the public utility field; it attempts to do for the educational institutions certain tasks that it is better equipped to handle than they are. It directs fund-raising campaigns, and attempts to secure grants for the individual schools from educational and other charitable foundations. It handles investments for a number of the schools and makes a strong effort to aid the school authorities in meeting emergencies which inevitably arise where schools have limited financial resources.

Scope of Responsibilities.—Affiliated with the Institute are two 4-year colleges, two junior colleges, and a college center. The ACI once supported Fort Valley College, but turned this institution over to the State of Georgia, in line with its policies, when the situation

was propitious. At present, the work of the college center is being transferred to the College and University Division of the Home Department and the financial support of the ACI is being withdrawn.

The Institute has attempted to maintain schools in a number of fields, e.g., trade schools, agricultural schools, and liberal arts schools. An essential corollary of this policy has been, and continues to be, a willingness to relinquish a school given over to a particular specialization when other agencies are able to take over its role and expand its services. As a result, many of the original schools in the Institute have been transferred to State or other authorities. However, in such cases, careful safeguards have been taken to insure that there would be real advances for the schools and that the Institute would be free to sponsor or promote other educational developments. For example, the Bishop Payne Divinity School in Petersburg, Va., closed in 1949, and became affiliated with the Virginia Theological Seminary at Alexandria, Va. Also, St. Agnes Hospital and St. Agnes School of Nursing were taken over by the city of Raleigh, N.C.; both of these institutions were closed because the community erected a new hospital and nurses' training center. The property has reverted to St. Augustine's College, an existing Episcopal school also located in Raleigh.

Areas of Responsibility and Procedures for Implementation.—The Institute does not pursue a policy of securing direct ownership of the schools which it sponsors. Instead, ownership is vested in the respective boards of trustees in the States and dioceses where the schools are located. Nor has it been the policy to attempt to hold direct control or absolute authority in the management of the ACI schools. Instead, the policy has been to encourage the establishment of a strong board of trustees for each school, composed principally of people within the State or diocese concerned, recognizing that persons of the desired type will not accept such positions unless their authority and responsibility are clearly defined.

The Institute takes an active role as advisor to the management of each school, cooperating with the management in upholding high standards in both educational matters and business and financial affairs. Its relationship to the schools is designated by the term "visitor," which has been the general description of the Institute's relationship to the schools from its inception. This necessitates a continual succession of visits by representatives of the Institute, consulting on the educational, spiritual, and business affairs, while constantly seeking higher standards.

The application of the Institute's policies has changed and will continue to change with the passage of time. The first task of most

of the ACI schools following their establishment was to provide elementary and secondary education for the many students in the primary grades. More recently, the Institute's schools have surrendered the lower grades, and are now at the junior college and college levels. Both in policy and application, the Institute does not seek size in schools, but is concerned with acceptable standards in the field of education.

The Director of the ACI is the liaison officer between the National Council and the individual schools. As previously indicated, Board policies have been laid down by the ACI Board of Trustees and are implemented by the Director, but, throughout the years, there has been established a rapport between the ACI and the schools which has been developed through fair dealings and close association. Through continuing and frequent visits by the Director and other concerned persons of the National Council, the Institute keeps intimately informed of the situation in each school. It constantly reviews the strengths and weaknesses of the schools, their peculiar problems, the viewpoint of the trustees, the character and capacity of the staff, and other matters. The representatives attend meetings of institutional boards of trustees. In most cases, also, the Director of ACI is also a member of the boards of trustees of the individual schools.

There are many tasks that the Institute is able to handle which are beyond the ability of the schools' administration. The Institute keeps informed of developments in the general field of education and in modern management techniques, and serves as adviser to the local trustees and staffs on these matters and on special problems such as building programs, maintenance, and equipment.

Institutional budgets are submitted to the ACI for review. Care is taken to see that there is general conformity in the accounting systems of the respective schools. The schools are free to turn over their investments to the ACI for management (without charge) on an agency arrangement. The ACI has its own trust fund committee composed of qualified representatives of large financial institutions and banks in New York. Funds for endowment purposes are quite limited; however, securities held by the ACI amount to \$1,500,000.

Although the curricula of the schools are largely determined by the requirements of the States in which they are located, every effort is made by the ACI to alert these schools to changing concepts and modernization of program. Most of the schools have the highest rating afforded by the Southern Association of Colleges and Secondary Schools, the regional accrediting agency.

Interdenominational Relationships and Relationships with Public Higher Education Boards

In an unofficial capacity, the Director has relationships with agencies of the National Council of Churches and the educational boards of other denominations. These relationships are primarily for the sake of exchanging ideas and sharing problems and are not of a formal nature. Organizational meetings are arranged by the National Council of Churches where denominational boards meet and discuss their mutual problems.

Institutions Related to the Protestant Episcopal Church

<i>Institution</i>	<i>Location</i>
<i>Colleges and Universities (8)</i>	
Bard College	Annandale-on-Hudson, N.Y.
Hobart College	Geneva, N.Y.
Kenyon College	Gambler, Ohio
*St. Augustine's College	Raleigh, N.C.
*St. Paul's College	Lawrenceville, Va.
Shimer College	Mount Carroll, Ill.
Trinity College	Hartford, Conn.
University of the South	Sewanee, Tenn.
<i>Junior Colleges (3)</i>	
*Okolona Junior College	Okolona, Miss.
St. Mary's Junior College	Raleigh, N.C.
*Voorhees College	Denmark, S.C.
<i>Theological Seminaries (14)</i>	
Berkeley Divinity School	New Haven, Conn.
Bexley Hall Divinity School	Gambler, Ohio
Bloy House Theological Training School	Los Angeles, Calif.
Church Divinity School of the Pacific	Berkeley, Calif.
Episcopal Theological School	Cambridge, Mass.
Episcopal Theological Seminary in Kentucky	Lexington, Ky.
Episcopal Theological Seminary of the Southwest	Austin, Tex.
General Theological Seminary	New York, N.Y.
Nashotah House	Nashotah, Wis.
Philadelphia Divinity School	Philadelphia, Pa.
School of Theology of the Diocese of Long Island	Point Jefferson, Long Island, N.Y.
School of Theology of the University of the South	Sewanee, Tenn.
Seabury-Western Theological Seminary	Evanston, Ill.
Virginia Theological Seminary	Alexandria, Va.
<i>Other (1)</i>	
*Fort Valley College Center	Fort Valley, Ga.

* Institutions related to the American Church Institute

CHAPTER XIV

Organization and Administration of Higher Education in the United Church of Christ

by

WESLEY A. HOTCHKISS, *General Secretary*,
Division of Higher Education and the
American Missionary Association
Board for Homeland Ministries, United Church of Christ

A RECENT MERGER of the Congregational Christian Churches and the Evangelical and Reformed Church resulted in the formation of the United Church of Christ. Among the many policies now being formulated are the religious, educational, and financial determinations for the educational institutions related to the United Church. Dating back to the founding of Harvard College in 1636, many colleges have been established by the Congregational Christian Church. These institutions have never been church-controlled and many have eventually severed their relationship with the denomination. The Congregational Christian Church has cooperated with other church bodies in the interdenominational sponsorship of a number of colleges.

Board for Homeland Ministries

History of Establishment

Responsibility for the educational interests of the United Church is centered in the Board for Homeland Ministries, incorporated in 1961 under the laws of the State of New York to conduct missionary and educational operations by endowing, assisting, or establishing academic, collegiate, or theological institutions of learning. It is empowered to perform all the work previously carried on by the educational agencies of the former two religious bodies, as well as the duties and responsibilities of the American Missionary Association (AMA).

Membership of the Board

The General Synod elects 225 members to the Corporate Board for a term of 6 years. One-third, or 75 members, are elected at each biennial meeting. The President of the General Synod is a member ex officio without a vote. Each member of the Board is assigned to one of the six program sections: Higher Education and the AMA, Christian Education, Publication, Church Extension, Evangelism and Research, and Health and Welfare Services.

Meetings

Regular meetings are held annually at a time and place selected by the Board of Directors of the Board for Homeland Ministries. Special meetings may be called when necessary by the Board of Directors.

The major function of the Corporate Board of 225 is the election of the Board of Directors of 50 members, which is the working policy body of the Board for Homeland Ministries. The Board of Directors meets three or four times per year. It is divided into divisional committees corresponding to the six divisions of the Board.

Office Operations and Staff

Funds Allotted.—The Board receives its share of regular benevolence money from the churches through the Treasury of the United Church. The Board's 1963 total budget was \$5,812,139. The Division of Higher Education and the AMA had a total field program budget of \$2,101,442 for 1963.

Staff Personnel.—The chief executive officer of the Board is the Executive Vice-President. Other officers include the Treasurer, four Assistant Treasurers, and seven General Secretaries. All except the Executive Vice-President are elected by the Board every 2 years for a term of 2 years, upon nomination of the Nominating Committee of the Board.

Intrad denominational Responsibilities and Working Relationships

The Board for Homeland Ministries, an official agency of the United Church of Christ, is responsible to the General Synod, which determines its policy and powers. The educational work of the Board is performed by the Division of Higher Education and the American Missionary Association (one division).

The Division of Higher Education and the American Missionary Association

This single agency consists of not more than 10 members of the Board of Directors of the Board for Homeland Ministries, together with the General Secretary of the Division. The officers of the Division include a chairman, a vice-chairman, and a clerk, all elected by the Division. The Chairman of the Board of Directors of the Board for Homeland Ministries and the Executive Vice-President are voting members ex officio. The Division may have five co-opted members who are not members of the Board of Directors, but who, because of special competence, are elected to membership by the Board of Directors. The co-opted members attend the Division committee meetings upon invitation of the General Secretary. Their expenses for attendance at meetings are paid by the Division.

Types of Responsibility.—Each of the colleges of the United Church of Christ is governed by an independent board of trustees. On the Evangelical and Reformed side of the merger, some of these boards are named entirely, or in part, by some judicatory of the Church. These arrangements are not stated anywhere in the official documents of the Board of the United Church, but are made by the colleges themselves.

It is anticipated that the Council for Higher Education will serve a coordinating function with no control over member institutions whatever. Policies will probably be discussed in the Council, but it is not a legislative body. There are no governing-coordinating functions stated in any United Church regulations.

Scope of Responsibility.—The Board for Homeland Ministries, through the Division and the AMA, recognizes a total of 47 educational institutions: six 4-year liberal arts colleges are related to the AMA; 41 institutions are related to the Council on Higher Education, consisting of 29 4-year liberal arts colleges, 2 junior colleges, 2 academies, and 14 theological seminaries. There are, in addition, 185 financially supported campus ministries at colleges and universities throughout the country.

Twenty-four colleges have taken official action and have been recognized as church-related colleges by the former Congregational Christian Board of Home Missions. On the Evangelical and Reformed side, there are eight colleges, two academies, and three seminaries. All of these institutions rely upon the United Church of Christ for substantial support of their work, currently about \$1.5 million per year. Through the efforts of the former two denominations and of the college administrations, full accreditation has been granted to three colleges during the past year. Now, all the

4-year colleges of the United Church of Christ are fully accredited by their regional accrediting associations.

The Division is assisting in the planning of the new United Church of Christ Seminary at Minneapolis, a union of Yankton School of Theology and the Mission House Seminary. The new institution will receive substantial support from the denomination.

Areas of Responsibility.—Generally, the Division serves in an advisory capacity and furnishes information and materials of various types to the colleges. Although each institution is responsible for its own educational policy, the Council for Higher Education publishes a *Journal*, the content of which pertains mostly to educational philosophy and policy. A recent issue¹ discusses the relationship of the United Church to the colleges.

The Division has no responsibility or control over college budgets or personnel.

In the former Congregational Christian Board for Home Missions, funds were allocated to the colleges on the basis of indicated need, and no annual distribution to all the colleges on a formula basis was made. The Board was not limited to Congregational Christian colleges in its appropriations. Funds were allotted to the seminaries partly on the basis of the number of graduates ordained into the Congregational Christian Church. Since the merger, coordination of the financial policy of the two former denominations is under discussion. The policy which exists at present in the Evangelical and Reformed side of the merger is summarized in a later section of this report.

The Division has no responsibility for planning physical facilities. However, from time to time, grants are made on a matching basis to colleges of the Council for Higher Education for new buildings. The Division serves in an advisory role for the AMA colleges and has a staff person in charge of "Property and Plant." A single fund is administered from the Division office for buildings and maintenance for the six AMA colleges.

In matters concerning educational programs, the Division functions much as a foundation, receiving, reviewing, and approving program ideas, and making grants to implement the approved proposals. The Division also endeavors to stimulate programs and sometimes enters into financial partnerships with institutions for curricular and extra-curricular programs in the colleges.

Interdenominational Responsibilities and Relationships with Public Higher Education Boards

The Division and the AMA maintain relationships with the

¹ *Council Journal*, Vol. 1, No. 3 (February 1963). Council for Higher Education, United Church of Christ, 287 Park Avenue South, New York 10, N.Y.

Council of Protestant Colleges and Universities, the Commission on Higher Education of the National Council of Churches, and the Association of American Colleges.

Strengths and Weaknesses

This recently merged organization is too new for evaluation. Some policies are still in the formulation process.

The American Missionary Association

The American Missionary Association, formed in 1846, has never been, and is not now, according to its charter, a denominational agency. The Board for Homeland Ministries (and formerly the Congregational Christian Board of Home Missions) serves as agent for the AMA by permission of the AMA's corporate board. This agency can be retracted at any time. The AMA is a part of the Division of Higher Education of the Board for Homeland Ministries, but at the same time maintains its separate identity.

In the years following its formation, the AMA established elementary and secondary schools throughout the South, but with no particular interest in maintaining the operation of a parochial school system. As soon as the public schools were able and willing to undertake the education of Negroes, the schools of the AMA were transferred to their authority. All AMA schools, which parallel the universal free public school system, have been transferred to public school systems.

Today the educational program of the American Missionary Association is concentrated around six liberal arts colleges. The property of three of these colleges is owned by the AMA. Each of the colleges is operated by a Board of Trustees and in each instance, the AMA is represented on the Board by its General Secretary. Tougaloo Southern Christian College in Mississippi is different from the others, in that the AMA elects the entire Board. This represents a departure from usual practice. When this college formed a union with a Disciples' junior college a few years ago, the original charter was left undisturbed.

The American Missionary Association holds an endowment, restricted to its purposes, which is the primary source of the annual budget. Direct appropriations are made to the budgets of each of the six schools, and in addition, certain other appropriations are

made for plant maintenance, a unified insurance program, employee benefits, and scholarships for graduate study.

Three of the six American Missionary Association colleges have a dual denominational relationship. These are Dillard University in New Orleans, La., Houston-Tillotson College in Austin, Tex. (Methodist-United Church), and Tougaloo Southern Christian College in Tougaloo, Miss. (Disciples of Christ-United Church).

The Council for Higher Education of the United Church of Christ.

Provision for the Council for Higher Education is contained in Article VIII of the Constitution of the United Church of Christ, adopted in 1962.

Among the functions of the Council are:

1. To serve as liaison between the United Church and the member institutions;
2. To foster the exchange of ideas and practices among the member institutions;
3. To promote high academic quality and to assist member institutions in advancing academic excellence;
4. To assist member institutions in their expression of the Christian faith in ways relevant to the academic community;
5. To advance the knowledge of religion and to deepen the Church's concern for the spirit of inquiry in all academic areas including that of religious thought; and
6. To promote the concern of the Church for the best training of the ministry.

Membership

The Council for Higher Education is composed of the executive heads of the academies, colleges, and theological schools which indicate the desire to be recognized as related to the United Church and which conform to the Council's standards. Additional members of the Council include the members of the United Church Board for Homeland Ministries' Division of Higher Education. The executive heads of the Board and of the Division are advisory members of the Council with voice but without vote. The membership is divided into the (1) College and Academy Section, and (2) the Seminary Section.

Meetings

The regular annual meeting of the Council is held in October at a date and place determined by the Executive Committee. Special meetings of the entire Council or a section of the Council may be

called by the Chairman and/or upon written request of 10 members to the Chairman, to be held at a time and place designated by the Chairman.

Forty percent of the members constitute a quorum at any meeting of the Council or a section of the Council.

Business conducted at the regular meeting includes annual reports of officers and standing committees, recommendations, and other necessary policy matters.

Office Operations and Staff

Funds Allotted.—Dues are assessed from time to time by the Council to defray its expenses.

Staff Personnel.—The officers of the Council are a Chairman, Vice-Chairman, Secretary, and Treasurer, each elected annually, to serve without compensation. The Chairman may serve two consecutive terms only and may not then immediately succeed himself. Duties are those that usually pertain to such offices. Council members are not salaried, but expenses of the Council are paid. This Council replaces the former Congregational Christian College Council and the Evangelical and Reformed Commission on Higher Education.

Intradenominational Responsibilities and Working Relationships

The specific responsibilities of the new Council since the merger remain to be ironed out. For example, the Evangelical and Reformed colleges have received financial support on a formula basis. On the other hand, the Congregational Christian colleges and non-Congregational Christian colleges have received support on the basis of indicated need. These policies are not being discussed for clarification and coordination.

It was pointed out at the beginning of this chapter that many of the religious, educational, and financial policies of the United Church of Christ are still in the process of being formulated. For this reason, the following two sections: "Higher Education in the Evangelical and Reformed Church" and "Policy Statement Related to Appropriations to Congregational Christian Colleges . . ." have been included to describe certain higher education functions of the two denominational bodies during the interval of time required to complete all aspects of the merger.

Higher Education in the Evangelical and Reformed Church

For a number of years, the Evangelical and Reformed Church, through the Commission on Higher Education, has shown its con-

cern and interest in higher education by adopting a formula of financial support for its schools. The seminaries have been given priority in receiving financial aid from the Church.

Consistent with the established guiding principles, allocations are made according to the following formula:

1. An appropriation of \$25,000 to each college of the Evangelical and Reformed Church

2. (a) The sum of \$40 per annum to each college for every full-time student in the student body of the college in the month of November preceding each year of the triennium

- (b) A supplementary appropriation of \$10 for each full-time student who is a member of the Evangelical and Reformed or the Congregational Christian Churches

- (c) An additional supplementary appropriation of \$100 to each college for each full-time pretheological student or student preparing for any other full-time church-related vocation who is under the care and supervision of the appropriate ecclesiastical body

3. An appropriation of \$40 to each college for every full-time faculty member to raise the level of faculty salaries.

Allocations to the academies are recommended as follows:

1. \$12,500 to each academy of the Evangelical and Reformed Church

2. (a) \$20 per annum to each academy for every full-time student in the student body in the month of November preceding each year of the triennium

- (b) A supplementary appropriation of \$10 for every Evangelical and Reformed or Congregational Christian student

3. An appropriation of \$40 to each academy for every full-time faculty member to raise the level of faculty salaries.²

These policies are still in effect for the Evangelical and Reformed colleges and academies. The recommendations were accepted with only minor changes and clarifications.

The policy of the Evangelical and Reformed Church concerning church-relatedness, before the merger, is set forth below:

1. One which, by origin, history, tradition, and a continuing core of sentiment, is bound to some Christian communion.

2. One whose administration is sensitive to its historic indebtedness to that communion, is motivated by a desire to enhance its service to that communion, reflects that communion's basic religious concerns, and which, with these ends in view, makes special provision for those preparing to enter full-time Christian service.

3. One wherein the Department of Religion, the formal classroom

² Report of the Committee to Establish a Formula on Which Allocations From the Benevolent Budget of the Church May be Made to the Educational Institutions of the Church. Oberlin, Ohio, July 1959.

work and the less formal campus religious program, advance the claims of an evangelical religious faith.

4. One in which the faculty, as far as this ideal can be achieved, is made up of active members of some branch of the Christian Church; and in which, whatever the field of study, the basic and underlying philosophy and presuppositions are in keeping with the fundamental Christian faith.

5. One in which its church relationship is expressed in some form and measures of official representation on its governing board.

6. One in which, by regular religious services and through extra-curricular activities and groups, provision is made for individual participation in the expression and cultivation of vital faith and life.

7. One in which, through the whole curriculum and in the atmosphere of campus life, the Christian idea of divine vocation in all creative occupational and professional fields is proclaimed.³

**Policy Statement Related to Appropriations to Congregational
Christian Colleges Adopted by the Board of Directors
of The Board of Home Missions, July 4, 1959**

"In order to keep the policies of The Board of Home Missions relevant to the contemporary academic scene, the following is considered an interim statement and we shall keep in continuous contact with the Congregational Christian College Council, discussing with them basic matters of purpose and policy.

"This statement supersedes all previous statements of policy on this subject.

"(a) A 'Congregational Christian College' is any college in full membership and good standing in the Congregational Christian College Council.

"(b) The Board of Home Missions will work closely with this Council, but it need not limit its institutional appropriations exclusively to Council members.

"(c) The Board of Home Missions shall have as its major purpose in institutional appropriations the encouragement of Christian higher education. Therefore, The Board of Home Missions begins its definition of 'Christian higher education:'

"(1) Our colleges shall be intellectually competent. The basic evidence of minimum achievement shall be the attainment of standards for accreditation in the regional association.

"(2) The Christian college shall be open to all students and faculty qualified for its academic program. Race, creed, national origin, or cultural status shall never be considered as a basis for denial of

³ Report of the Committee on Internal Structure, March 4-5, 1960, Evangelical and Reformed Church.

admission. The Christian college seeks vigorously to extend its educational privileges to young people economically or culturally disadvantaged.

"(3) We believe that the logical rationale for church-sponsored education at the present time is most clearly evident in the liberal arts and sciences. It is in this realm that The Board of Home Missions makes its primary witness to the academic life of our culture.

"(4) Our colleges shall encourage all sincere search for truth by avoiding creedal test and by insisting that different disciplines and faith groups shall be in conversation with each other. In this pluralistic setting there shall be a competent and dominating exposition of Christian faith in terms relevant to the academic community and provocative to rival faiths and assumptions. In addition there shall be available an organized church where the worship and witness will enlist the disciplined participation on the part of students and faculty of free church persuasion.

"(d) If a college fails to satisfy one or more of these criteria, we as a Board will appropriate money only if it is felt that the appropriation will move the college toward these goals."

The new Board for Homeland Ministries of the United Church of Christ has not yet made a statement similar to the above.

Institutions Affiliated with the Board of Higher Education of the United Church of Christ

<i>Institution</i>	<i>Location</i>
<i>Colleges and Universities (29)</i>	
Beloit College	Beloit, Wis.
Carleton College	Northfield, Minn.
Catawba College	Salisbury, N.C.
Cedar Crest College	Allentown, Pa.
The Defiance College	Defiance, Ohio
Dillard University	New Orleans, La.
Doane College	Crete, Nebr.
Drury College	Springfield, Mo.
Elmhurst College	Elmhurst, Ill.
Elon College	Elon College, N.C.
Fisk University	Nashville, Tenn.
Franklin & Marshall University	Lancaster, Pa.
Grinnell College	Grinnell, Iowa
Heidelberg College	Tiffin, Ohio
Hoòd College	Frederick, Md.
Huston-Tillotson College	Austin, Tex.
Illinois College	Jacksonville, Ill.
Lakeland College	Sheboygan, Wis.
Le Moyne College	Memphis, Tenn.
Northland College	Ashland, Wis.

Olivet College
Pacific University
Ripon College
Rocky Mountain College
Talladega College
Tougaloo Southern Christian College
Ursinus College
Westminster College
Yankton College

Junior Colleges (2)

Maunaloa College
Southern Union College

Seminaries (14)

Andover Newton Theological School
Bangor Theological Seminary
Chicago Theological Seminary
Eden Theological Seminary
Hartford Seminary Foundation
Harvard Divinity School
Howard University School of Religion
Lancaster Theological Seminary
Oberlin Graduate School of Theology
Pacific School of Religion
Union Theological Seminary
United Theological Seminary
Vanderbilt University Divinity School
Yale Divinity School

Secondary Schools (2)

Massanutten Academy
Mercersburg Academy

Olivet, Mich.
Forest Grove, Oreg.
Ripon, Wis.
Billings, Mont.
Talladega, Ala.
Tougaloo, Miss.
Collegeville, Pa.
Salt Lake City, Utah
Yankton, S. Dak.

Paia, Maui, Hawaii
Wadley, Ala.

Newton Centre, Mass.
Bangor, Me.
Chicago, Ill.
Webster Groves, Mo.
Hartford, Conn.
Cambridge, Mass.
Washington, D.C.
Lancaster, Pa.
Oberlin, Ohio
Berkeley, Calif.
New York, N.Y.
New Brighton, Minn.
Nashville, Tenn.
New Haven, Conn.

Woodstock, Va.
Mercersburg, Pa.

CHAPTER XV

Other Denominational Boards of Higher Education: Their Types, Characteristics, and Practices

DESCRPTIVE INFORMATION on the structure and functions of higher education boards of several other denominations besides those already described was developed from an examination of published materials furnished by the denominational boards or secured from other sources. This information is reported analytically in this chapter for the following higher education agencies:

<i>Denomination</i>	<i>Board</i>
African Methodist Episcopal Church	General Board of Education
Christian Methodist Episcopal Church	General Board of Christian Education
Church of God	Commission on Christian Higher Education
Church of the Brethren	Committee on Higher Education
Evangelical United Brethren Church	Board of Christian Education
The Mennonite Church	Mennonite Board of Education
Reformed Church in America	Board of Education
Seventh-day Adventists	Department of Education

These boards were created by the governing bodies of their respective churches, and are official agencies of the churches in educational matters. The responsibilities of these boards are many, and generally encompass broader areas than the supervision, administration, and support of institutions of higher education. In fact, their relationship to these institutions ranges from advisory services provided to institutional administrators and trustees to actual ownership and operation of such institutions. The following are illustrative of the numerous activities and functions of these boards: promoting and encouraging education; establishing and supporting educational institutions; supervising, standardizing, and accrediting schools; promoting higher education interests in the church; serving as liaison between the educational institutions and the church; and encouraging and financially assisting young people in preparation for the ministry and missionary work.

Board Membership

Membership on these 8 denominational boards of higher education ranges from 8 to more than 43. The lack of a definite upper limit is attributable to the provision by certain boards for an unspecified number of members of committees and for the inclusion of district or conference representatives on some boards. Another reason for the indefinite number of members on the boards is the inclusion of executive heads of affiliated institutions on the boards, the number being subject to change as the number of educational institutions changes. For example, on the Mennonite Board of Education the president of each educational institution is an associate member of the Board. Also, the membership of the Commission of Christian Education of the Church of God includes college and seminary presidents. Similarly, the Committee on Higher Education of the Church of the Brethren has only one member who is neither a college nor a seminary president.

Four of the eight denominational boards described in this chapter indicated college and seminary presidents as members of the higher education boards. If the African Methodist Episcopal Board of Education is included, with its ex officio and nonvoting presidents and deans of theology on the Board, then 5 of the 8 boards have educational institutional representation in their membership. This represents a sharp contrast to the information reported in the preceding earlier chapters, where only two boards—the Board of Higher Education of Disciples of Christ and the United Church of Christ Council for Higher Education—clearly indicated that membership on the higher education board included executive heads of educational institutions.

The method of appointment to board membership varies with the individual denomination. Members are elected by the governing body of the Church, by the executive committee of the board of higher education, or by the schools of theology or seminaries. In some cases, college and seminary presidents are members of the boards or may appoint members.

Most of the denominations have no specific stated requirements of age, education, vocation, sex distribution, or religion. However, two of the boards, the African Methodist Episcopal Board of Education and the Board of Education of the Reformed Church in America, specify that one-half of the membership of the board must be composed of clergymen. In addition, for those boards whose responsibilities include standardization and accreditation duties, members must be experienced in the field of education and must have had professional education training.

Terms of membership range from 3 to 4 years, with provisions for overlapping terms either included in the method of selection or determined by the board. Vacancies are filled by the board itself or by the governing body of the Church. The information received was insufficient to permit an analysis of matters pertaining to the compensation of board members or conditions and procedures for removal of a board member from office.

Board Meetings

Information on the frequency of meetings was available for 6 of the 8 boards and shows little variation, each board usually meeting once or twice a year. Four boards indicated that they are required to hold one regular meeting per year; two boards are required to hold two meetings a year! Special meetings may be called by all the boards when necessary, usually by the executive officer of the board or by a majority of the members. In most cases, the time and place of the next meeting is determined by the board at its regular meeting, which is often held in conjunction with the annual meeting of the governing body of the Church. Quorum requirements among the eight boards vary, ranging from one-fourth to two-thirds of the members.

Staff Personnel of Boards

Each of the eight boards has a chief executive officer who is responsible for the ongoing work of the board. For three boards, the chief executive officer has the title of "secretary," for four boards the title of "executive secretary," and for one board, "general secretary." He is appointed by the governing body of the Church in two denominations, the African Methodist Episcopal Church and the Church of God. In other cases, he is elected by the board itself. The term of office ranges from 3 to 4 years.

Among the basic functions indicated for the chief executive officer are:

- (1) Developing a philosophy for the church-related college;
- (2) Evaluating institutional standings;
- (3) Securing funds from philanthropic sources for support of schools;
- (4) Establishing scholarship funds;
- (5) Coordinating activities of the Church and the institutions;
- (6) Keeping records and reporting to the governing body of the Church;

- (7) Keeping informed of activities of the colleges;
- (8) Supervising and determining the work of the board of higher education; and
- (9) Other specific related duties pertaining to the board's work.

Other personnel of the boards generally include a finance officer, an assistant secretary, and associate secretaries. Their duties are those usually performed by these officers in any organization.

Types of Board Responsibilities

The nine denominational higher education boards¹ considered in this chapter are classified by type according to their authority and functions, as defined in chapter I. Only one of the boards has governing responsibilities, three have governing-coordinating responsibilities, one is a coordinating board, and four have "other" responsibilities. Of the boards with "other" responsibilities, three maintain advisory relationships with their educational institutions and one is a standardizing and accrediting agency. Table 15 presents an overview of the denominational higher education boards and their responsibilities.

The responsibilities and types of functions of all the boards are specifically stated and required by the governing body of the respective churches. There is, as with the boards previously discussed in Part II of this report, considerable flexibility in board operation and broad powers in the interest of carrying out the responsibilities related to higher education. In no case, however, are the board's duties permissive only.

Institutional Relationships

The 58 institutions of higher learning with which the eight higher education boards hereinafter described have working relationships include: universities, senior colleges, junior colleges, theological schools, and seminaries. These institutions are listed, by type and location, at the end of this chapter.

Areas of Responsibility

Policy.—A majority, 5 of the 8, boards considered in this chapter help to formulate policies for their educational institutions. Usually the board of higher education or one or more of its committees or

¹ Includes the Executive Commission of the African Methodist Episcopal Church as a separate board.

Table 15.—Denominational boards, by type, number of higher education institutional units, and areas of responsibility

Denomination and board	Type of board	Number of institutions	Areas of responsibility								
			Policy	Budget	Current finance	Physical facilities		Admin-istration	Faculty	Student services	Pro-gram
						Plan-ning	Financ-ing				
African Methodist Episcopal Church, General Board of Education: Division of Educational Institutions	Governing-coordinating	14	—	x	x	—	x	—	—	—	—
Executive Commission on Educational Institutions	Standardizing-accrediting	—	x	x	x	—	x	x	x	x	x
Christian Methodist Episcopal Church, General Board of Christian Education	Governing-coordinating	6	x	x	x	x	—	x	x	x	x
Church of God, Commission on Christian Education	Coordinating	4	—	—	—	—	—	x	x	x	x

Table 15.—Denominational boards, by type, number of higher education institutional units, and areas of responsibility—*Continued*

Church of the Brethren, Committee on Higher Education	Advisory	7 ⁺	—	—	—	—	—	—	—	—	—	—
The Evangelical United Brethren Church, Board of Christian Education	Governing- coordinating	9	x	x	x	x	x	x	x	x	x	x
Mennonite Church, Mennonite Board of Education	Governing	2	x	x	x	x	x	x	x	x	x	x
Reformed Church in America, Board of Education	Advisory	5	—	—	—	—	—	—	—	—	—	—
Seventh-day Adventists, Department of Education	Advisory	11	x	x	x	x	x	x	x	x	x	x

—: Not indicated, or reported as not being a specific responsibility of the board.

x: Reported as a specific area of responsibility of the board.

subagencies performs this function. Some boards merely present suggestions and advice, whereas others actually are charged with establishing educational policies. The Mennonite Board of Education, for example, determines the specific policies for its colleges. However, the president of each Mennonite college is an associate member of the Board.

Budget Preparation and Approval.—Information on budget matters was obtained from only 6 of the 8 boards. The African Methodist Episcopal colleges submit their budgets to the Board of Education for approval. The colleges of the Christian Methodist Episcopal Church must have their budgets approved by the Board of Christian Education. The purpose of this budget review procedure is to encourage the colleges to operate within their budgets. In addition, the boards also have some responsibility for current financing, but information available was insufficient for analysis.

Planning and Financing Physical Facilities.—Some boards actually own and hold title to all property of their institutions of higher education. For example, Goshen and Hesston colleges are owned and controlled by the Mennonite Board of Education. Other boards inspect facilities and make recommendations for improvement or expansion. In still others, the authority of the boards is limited to approving the liabilities of their institutions.

Program.—Educational program responsibility of boards ranges from advising schools and colleges on matters of curriculum to determining entrance and graduation requirements. A number of boards require their educational institutions to offer certain courses, especially in Bible and religion.

Following is a brief summary of the responsibilities and characteristics of specific boards included in this chapter.

Responsibilities of Specific Boards

African Methodist Episcopal Church

One of the functions of the Board of Education of the African Methodist Episcopal Church is approving budgets for the colleges. In addition, the Board must recommend and approve the establishment and operation of any school related to the Church, administer funds for the support of institutions, and approve the expansion of colleges. Although each institution of the Church has its own board of trustees, the Board of Education exercises control through two agencies: the Division of Educational Institutions, which is the supervisory body, and the Executive Commission on Educational Institutions, the standardizing and accrediting agency.

The Division of Educational Institutions has an Executive Secretary, who is also the Director of the Division. In addition to administrative responsibility for the Division, he is charged with maintaining liaison between the General Board of Education and the educational institutions. The Associate Director has responsibility for promoting the interests and activities of the Church among students at colleges and universities.

Specific responsibilities of the Division include assisting African Methodist Episcopal institutions of higher education in religious activities, assisting in evangelistic work among students, enlisting youth for religious vocations, supporting theological schools, establishing theological schools or departments of theology in colleges and universities, recommending qualifications for young men interested in ministerial preparation, recommending to theological schools certain requirements for the issuance of a license to preach, and many others.

The Executive Commission on Educational Institutions.—This Commission is composed of nine persons qualified by experience and training to establish standards and to evaluate educational institutions.

Among the specific duties of this Commission are establishing and assisting in maintaining standards for institutions related to the African Methodist Episcopal Church; reporting annually to the Board of Education classifications of institutions according to level of education; investigating the requirements, personnel, scholastic requirements, resources, and procedures of any institution under the auspices of the Church; determining whether an institution should continue to be recognized as an institution of the Church and to receive financial support of the Church; serving as consultant on all educational matters in all related schools and colleges; and making recommendations for improvement or accreditation. Failure to comply with the recommendations of the Commission may make an institution ineligible to receive support of the Church.

The Commission may investigate the quality of educational work at any institution related to the Board of Education. It has established standards for colleges and theological schools of the African Methodist Episcopal Church, on the philosophy of the institution, general administration (board of trustees), business administration, financial support, academic administration, faculty qualifications, faculty rank, salary and tenure of the faculty, teacher load, class size, staff members, internal organization of the institution (number of departments and number of areas of specialization), educational program, instructional expenditures, library services, student personnel services, requirements for admission, student load, requirements for graduation, awarding of degrees, physical plant and

equipment, science laboratories, alumni relations, intercollegiate athletics, recordkeeping, and others. These standards are used to evaluate the institutions and to make recommendations for improvement. The president of each institution is required to submit a progress report to the Commission.

Christian Methodist Episcopal Church

The General Board of Christian Education of the Christian Methodist Episcopal Church extends support to all of its colleges in equal amounts. The institutions receive additional support from the sponsoring conferences in the States in which they are located and from patronizing conferences in adjacent States. The Church does not hold title to property of the institutions; the deeds are held by the board of trustees of each institution.

The General Board of Christian Education superintends the affairs of all the colleges by keeping them properly chartered; safeguarding property interests such as mortgages, deeds, and liabilities; protecting the institutions from debt complications; requiring audits showing assets and liabilities; and approving budgets for the colleges.

The Board also coordinates, federates, or merges the colleges as necessary; determines the status of the colleges; and decides upon entrance requirements and courses of study.

Church of God

The Commission on Christian Higher Education has responsibility for establishing criteria for the development of institutions of higher education of the Church of God. The colleges are represented on the Commission by their respective presidents.

The Commission guides the development of the total higher education program of the Church. It is responsible for the establishment and development of institutions of higher education, representing the institutions to the Church, encouraging Church support of the schools, assisting the schools in carrying out the philosophy of the Church of God. Coordination of promotion and recruiting activities of the educational institutions is also a function of the Commission. And, whenever feasible and desirable, the Commission may cooperate with other denominational boards of higher education and other agencies concerned with the administration and supervision of institutions of higher education.

Church of the Brethren

Colleges related to the Church of the Brethren are not legally owned by the denomination, nor are they administered by the Church.

They are held in trust for the Church and operated by independent boards of trustees. The colleges report annually to their respective district conferences.

The Committee on Higher Education is composed of the six college presidents and the seminary president. This committee operates under the Christian Education Committee and reports regularly to the General Brotherhood Board. The relationship between the Church and the colleges is one of cooperation. Generally, the colleges are expected to show evidence of serious effort to achieve goals that are peculiar to the Christian college, such as guiding students in responsible living; accepting responsibility for leadership in the larger community outside the college; maintaining and defending basic human values; maintaining a vital department of religion and promoting programs of Christian activity on the campus; maintaining a faculty that is dedicated, competent, and committed to fostering the Christian way of life; and cooperating with the Church in preparing graduates for leadership in the Church and in interpreting the meaning of a Christian vocation.

The Church has the responsibility of understanding and appreciating the educational nature of the task of the colleges and encouraging and supporting the colleges in maintaining high academic standards; interpreting to the membership the importance of academic freedom and competent scholarship in college work; providing financial assistance to the colleges; insuring the selection of competent trustees to plan high-quality educational programs for the colleges; and cooperating with the colleges in enlisting young people for church vocations.

Basic recommendations and suggestions are outlined for the colleges by the Committee on Higher Education of the Christian Education Commission.

Evangelical United Brethren Church

The Board of Christian Education of the Evangelical United Brethren Church is charged with the supervision of the Church's institutions. However, each institution is incorporated, and operates under its own board of trustees. The Board insures adequate endowment of all institutions of higher education under its auspices. All faculty members in their colleges and theological schools are required to be members of the Evangelical United Brethren Church. Also, the institutions are required to offer regular courses in the Bible and to conduct regular chapel services. The presidents of the colleges and theological schools are members of the Board of Christian Education.

Reports on the status of the colleges and theological schools are made to the Board, which makes recommendations toward increasing the effectiveness of the institutions. The Board determines ways of creating new institutions and makes recommendations to the General Conference. It also administers student loans and scholarships.

Three standing committees help to carry out the work of the Board of Christian Education. The Committee on Curriculum studies and examines courses of study and advises the colleges and theological schools; the Committee on Colleges is charged with all matters pertaining to promoting higher education; and the Committee on Theological Education is concerned with all matters in the interest of theological education in the seminaries.

Mennonite Church

Two colleges of the Mennonite Church are owned and controlled by the Mennonite Board of Education. Although each college operates under its own Board of Overseers, this board is appointed by the Mennonite Board of Education.

A higher Education Council functions under the general direction of the Board, with advisory responsibility to the Board. Membership on this Council includes the presidents and academic deans of the colleges. Its purpose is to coordinate the higher education work of the Church.

Included in the Constitution and Bylaws of the Mennonite Board of Education are guidelines and requirements for the Board in regard to the organization and regulation of the institutions of higher education. They provide for the presidents of the institutions to be elected by the Board on recommendation of the board of overseers. They also specify the number of members on a college board of overseers and the method of election, qualifications, term of office, and general and specific functions of the overseers.

In addition, the Constitution and Bylaws include provisions for the administrative personnel of the colleges and their duties; faculty members and their duties and tenure; qualifications of officers, teachers, and students; courses of study; conduct and discipline of students; athletics, entertainment; and other matters.

Reformed Church in America

The Board of Education of the Reformed Church in America, through its Department of Higher Education and Student Aid, is responsible for carrying out the higher education programs of the Church. The Executive Secretary of the Board of Education is

charged with the general supervision and direction of the work of the Board, its Departments and Directors. In addition, he serves as Director of the Department of Higher Education and Student Aid. Other Board officers include the President, First Vice President, Second Vice President, Recording Secretary, Treasurer, and two Assistant Treasurers.

The Executive Secretary and the Department Directors, who are elected by the Board, hold office as long as their services are satisfactory to the Board. Board officers other than the Executive Secretary are elected annually. The President and Vice President are limited to a period of five consecutive years in office.

A primary responsibility of the Executive Secretary is to advise with the heads of the denomination's higher institutions, their executive committees, and boards on matters pertaining to the interrelationships of the Board of Education and the institutions. He is required to visit each institution at least once a year.

The Executive Secretary is also active in recruiting students for the ministry and for missionary service. He exercises supervision over those students who receive financial assistance from funds administered by the Board of Education. Such students must maintain a certain academic standing and must abide by specified rules and requirements of the General Synod and the Board.

Seventh-day Adventists

The Department of Education of the Seventh-day Adventists functions largely in an advisory capacity to the schools operated by the denomination.

The Department of Education assists in selecting suitable educational workers, administrators, field representatives, and teachers for overseas and North American schools and colleges. A file is maintained in which teachers are classified according to education, training, and experience. The Department also helps Seventh-day Adventist teachers to find suitable employment by maintaining a list of available teachers and their qualifications.

Secretaries of the Department visit schools, assist in educational planning, conduct educational conferences, and assist field executives with meetings and councils in the various divisions. At the request of denominational executives, the secretaries also inspect schools and colleges and assist in maintaining proper educational standards.

Other functions of the Department of Education include preparing textbooks for the elementary and secondary schools in those subject fields where the denominational viewpoint or philosophy is distinctive; publishing the *Journal of True Education*, a quarterly

devoted to the interpretation of Christian education to the Adventist teacher and school administrator; publishing, for parent education, the trimonthly *Adventist Home and School*; preparing and publishing promotional posters and leaflets pertaining to education; directing the preparation of examinations for elementary and secondary schools in areas of study where denominational interpretation and emphasis are desired; and developing standards for teacher training for the North American division and issuing certificates to teachers of elementary and secondary schools.

In addition to its institutions of higher education, the Seventh-day Adventist denomination operates a substantial number of elementary and secondary schools, the secondary schools in the United States numbering 81. The colleges stress vocational programs, in order to provide the students a means of earning funds toward financing the cost of attending college. Some of these programs are operated at a loss financially. The 1962 value of student labor approximated \$3 million.

Interdenominational Responsibilities

Interdenominational relationships of the boards of higher education considered in this chapter include participation in the establishment and operation of interdenominational seminaries, cooperation with the Commission on Christian Higher Education of the National Council of Churches of Christ in the United States of America and its agencies, cooperation with the Council of Protestant Colleges and Universities, and participation in other agencies concerned with accreditation and higher education. Other board relationships include participation, cooperation, and coordination of efforts with nondenominational agencies concerned with higher education.

**Institutions of higher education, by type and location, related to
higher education agencies of specific religious denominations¹**

Denomination and agency	Name of institution	Type ²	Location
1. African Methodist Episcopal (General Board of Education: Division of Educational Institutions)	Allen University	S	Columbia, S.C.
	B. F. Lee Theological Seminary	Sem.	Jacksonville, Fla.
	Campbell College	J	Jackson, Miss.
	Daniel Payne College	J	Birmingham, Ala.
	Dickerson Theological Seminary	Sem.	Columbia, S.C.
	Edward Waters College	S	Jacksonville, Fla.
	Jackson Theological Seminary	Sem.	North Little Rock, Ark.
	Morris Brown College	S	Atlanta, Ga.
	Nichols Theological Seminary	Sem.	Birmingham, Ala.
	Paul Quinn College	S	Waco, Tex.
	Payne Theological Seminary	Sem.	Wilberforce, Ohio
	Shorter College	J	North Little Rock, Ark.
	Turner Theological Seminary ³	Sem.	Atlanta, Ga.
	Wilberforce University	S	Wilberforce, Ohio
2. Christian Methodist Episcopal (General Board of Christian Education)	Lane College	S	Jackson, Tenn.
	Miles College	S	Birmingham, Ala.
	Mississippi Industrial College	S	Holly Springs, Miss.
	Paine College	S	Augusta, Ga.
	Phillips School of Theology ³	Sem.	Atlanta, Ga.
	Texas College	S	Tyler, Tex.
3. Church of God (Commission on Christian Education)	Anderson College and Theological Seminary	S	Anderson, Ind.
	Findlay College	S	Findlay, Ohio
	Lee College	J	Cleveland, Tenn.
	Warner Pacific College	S	Portland, Ore.
4. Church of the Brethren (Committee on Higher Education)	Bethany Biblical Seminary	Sem.	Chicago, Ill.
	Bridgewater College	S	Bridgewater, Va.
	Elizabethtown College	S	Elizabethtown, Pa.
	Juniata College	S	Huntingdon, Pa.
	La Verne College	S	La Verne, Calif.
	McPherson College	S	McPherson, Kan.
	Manchester College	S	North Manchester, Ind.
5. Evangelical United Brethren (Board of Christian Education)	Albright College	S	Reading, Pa.
	Evangelical Theological Seminary	Sem.	Naperville, Ill.
	Indiana Central College	S	Indianapolis, Ind.
	Lebanon Valley College	S	Annaville, Pa.
	North Central College	S	Naperville, Ill.
	Otterbein College	S	Westerville, Ohio
	Shenandoah College and Conservatory of Music	J	Winchester, Va.
	United Theological Seminary	Sem.	Dayton, Ohio
	Westmar College	S	La Mars, Iowa

¹ Includes only institutions located in the United States.

² U—University; S—Senior college; J—Junior college; Sem.—Seminary.

³ Participant in the Interdenominational Theological Center.

Denomination and agency	Name of institution	Type ²	Location
6. Mennonite (Board of Education) ⁴	Goshen College	S	Goshen, Ind.
	Heaton College	J	Heaton, Kans.
7. Reformed Church in America (Board of Education)	Central College	Sem.	Pella, Iowa
	Hope College	S	Holland, Mich.
	New Brunswick Theological Seminary	S	New Brunswick, N.J.
	Northwestern College	Sem.	Orange City, Iowa
	Western Theological Seminary	Sem.	Holland, Mich.
8. Seventh-day Adventists (Department of Education)	Andrews University	U	Berrien Springs, Mich.
	Atlantic Union College	S	South Lancaster, Mass.
	La Sierra College	S	Arlington, Calif.
	Loma Linda University	U	Loma Linda, Calif.
	Oakwood College	S	Huntsville, Ala.
	Pacific Union College	S	Angwin, Calif.
	Southern Missionary College	S	Collegedale, Tenn.
	Southwestern Union College	J	Keene, Tex.
	Union College	S	Lincoln, Nebr.
	Walla Walla College	S	College Place, Wash.
	Columbia Union College	S	Washington, D.C.

² U—University; S—Senior college; J—Junior college; Sem.—Seminary.

⁴ Eastern Mennonite College, Harrisonburg, Va., is administered by the Board of Trustees of Eastern Mennonite College under the Virginia Conference. The four other colleges established by the Mennonite Church are not administered by the Mennonite Board of Education. These four institutions are: Bethel College, No. Newton, Kans.; Bluffton College, Bluffton, Ohio; Freeman Junior College, Freeman, S.D.; and Tabor College, Hillsboro, Kans.

CHAPTER XVI

Organization and Administration of Roman Catholic Higher Education: A Study of 14 Selected Groups

by

GEORGE F. DONOVAN

*Interim Associate Professor of Education*¹

The Catholic University of America

THE STRUCTURE, functions, responsibilities, and other characteristics of the higher education boards and related agencies of 14 selected Catholic groups are reported in this chapter. These groups were chosen in the manner indicated below.

A list was developed of American Catholic religious communities engaged in higher education. From this list were selected those groups which included three or more institutions of higher learning. Of the groups so selected, those having educational associations, conferences, or similar organizations were then identified. All of the 14 such groups identified were selected for study and contacted, and all submitted data complete enough for use. These groups are as follows:

American Benedictine Academy

Augustinian Educational Association

Board of Higher Education of the Congregation of the Sisters of the Holy Cross

Capuchin Educational Conference

The Catholic University of America Program of Affiliation

Christian Brothers Education Association

Dominican Education Association

Educational Conference of the Priests of the Congregation of the Holy Cross

Educational Conference of the Sisters of St. Joseph of Carondelet

Franciscan Educational Conference

Jesuit Educational Association

Notre Dame de Namur Educational Association

Religious Sisters of Mercy of the Union Educational Conference

Vincentian Educational Meeting

The organization and administration of American Catholic higher education, under the direction of individual religious communities,

¹ Dr. Donovan also directs the University's graduate program in higher education leading to the doctoral degree.

is undergoing extensive review and reappraisal. The whole process is aimed at devising practical arrangements, under advanced thinking and leadership, for coordinating more effectively the expanding and diverse institutions of higher education.

American Catholic colleges and universities have shared both the European traditions and the impacts of the American scene in the development of boards of control. From the beginning, boards of control of Catholic institutions of higher education have made use of their own institutional administrators and faculty members in appointments to their boards of trustees, a European practice of long duration. This practice has continued down to the present time. A typical American Catholic college has a board whose members are college officers, teachers, or both, present or past. As new colleges were founded, the trustees of the first institution often took over the government of the additional colleges, thus establishing a form of multiple control over a number of institutions.

In recent years, however, the practice of keeping two or more colleges under one board has been greatly modified. The influence of regional accrediting agencies and of State departments of education in their emphasis on the one board for one institution, plus the rapid growth of Catholic higher education, have given new significance to the individual Catholic college and its governing body.

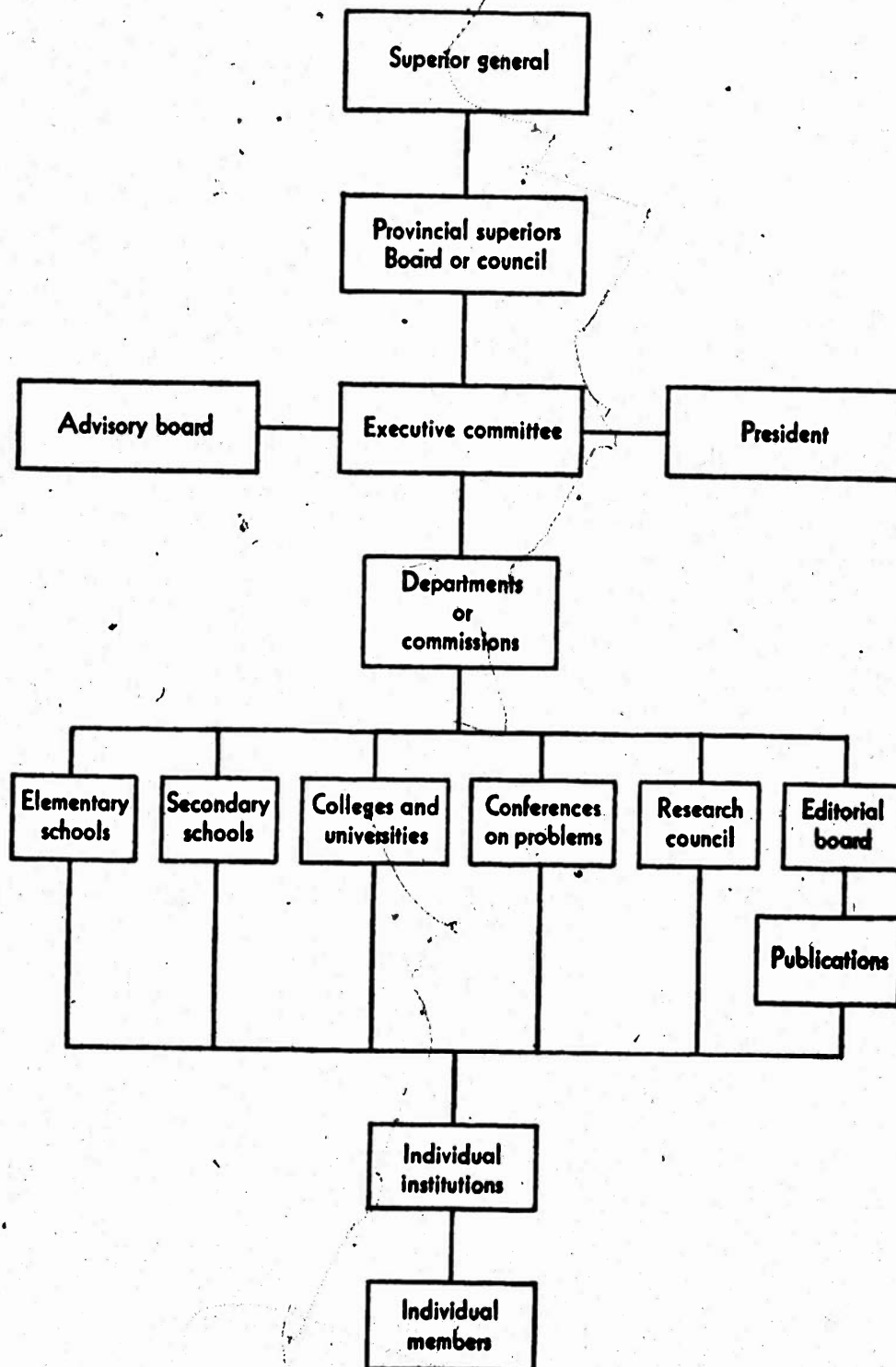
Today, the single Catholic college continues to function and to grow. But new factors are emerging to change this individual institutional character in much the same way that both public and other private higher education are being influenced. Numerous new developments in the junior college field, adult education, graduate study, research programs, and other areas are shaping the directions which college organization and administration are taking.

The need for cooperation, even on an informal basis, among Catholic colleges, especially those institutions conducted by the same religious community, is clear. In fact, most of the coordination now going on among Catholic colleges is on an informal, person-to-person basis. In addition to this individual approach, there is evidence of well-organized efforts, under a responsible governing body and implemented by active, coordinated agencies and committees, to establish and expand organizations designed to bring together the thinking and programs of individual colleges. The educational association is the answer, concretely, to these efforts. The association, as it has developed, has provided a general assembly for the discussion of challenging issues; particular committees for research, special questions, and cooperative planning; and officers and other key staff members who are effective in their contacts with other higher educational groups and agencies.

The chart on page 176 is designed to give a comprehensive view

**Chart A.—Organizational chart of American Catholic
Higher Educational Associations**

Religious community-sponsored



of the overall organization of a Catholic religious community-sponsored educational association, with special emphasis on source of authority, delegation of responsibility, and distribution of program functions.

Authority first comes from a superior general, or from a superior general with the aid and advice of his council. In some groups, however, authority begins with a council of provincial superiors.

Authority is generally delegated to an executive committee, sometimes called a board or council, whose chief executive officer is the president or chairman. In some instances, an advisory board is created to work with the executive committee.

Distribution of program functions is achieved through the organization or formulation of sectional groups called departments or commissions, or designated by other titles. Six of these subordinate groups have been identified in the chart: elementary schools, secondary schools, colleges and universities, conferences on problems, research council, and editorial board.

Participation in these groups is accomplished by the various institutional members of the association, which send their delegates or representatives to the meetings of these subordinate groups and to the annual meeting of the association.

The American Benedictine Academy²

Historical Background

The American Benedictine Academy is an incorporated organization of all Benedictine educational institutions: colleges, seminaries, nursing schools, secondary schools, and elementary schools in the United States. The Academy was founded on December 30, 1947, through the concerted efforts of the then 17 American Benedictine Abbots gathered at St. Procopius Abbey, Chicago, Ill. In its present form, the Academy comprises not only the institutions directly under the jurisdiction of the above-mentioned abbots, but also the American Benedictine convents of religious women, as well as lay scholars who have sought admission to the Academy.

As a modern adaptation of this ancient Order's cultural endeavors, the Academy has as its purposes:

- (1) The invigorating of traditions of learned work;
- (2) The cultivation and transmittal of the best in Benedictine life and scholarship;

² Information developed on the American Benedictine Academy was verified by the Reverend Coleman Barry, O.S.B., Executive Secretary of the American Benedictine Academy, St. John's Abbey, Collegeville, Minn.

- (3) Cooperative work among American Benedictine monasteries and convents;
- (4) Contributing to the maturing of American Catholicism;
- (5) Stimulating and promoting the interests of American Benedictines.

Membership

The American Benedictine Academy consists of the following types of membership:

- (1) *Constituent*: the 37 superiors of American Benedictine monasteries and convents, plus some other Benedictine monks;
- (2) *Participating*: men, women—clerical and religious, and lay—who have done creative work or give promise of such work, and have been admitted to membership by the Executive Board;
- (3) *General*: all professed American Benedictine monks and nuns of contributing monasteries, priories, and mother-houses.

The Council.—The Council is composed of the 37 superiors of the Benedictine abbeys and independent priories in America. All are thus *ex officio* members of the Council. The Abbot President of the American Cassinese Congregation, the largest of the American Benedictine congregations, is chairman. There are no specific membership requirements other than holding the position of superior in an American Branch of the Benedictine Order. The term of membership on the Council is identical with the term of office as superior. Vacancies are automatically filled by succeeding superiors. As all members of the Council are religious, there is no question of compensation in the form of salaries, or per diem and other expense allowances.

The Executive Board.—The Academy's Executive Board consists of four members of the Council and the Abbot President. The latter holds office *ex officio*; the former are elected by the Council members. They are the Vice-President, the Executive Secretary, the Treasurer, and the Editor. The term of office is 3 years. Since all are Council members, their qualifications are the same as those for the Council. Vacancies are filled by the Executive Board.

The Editorial Board.—The Editorial Board, which consists of no fewer than four and no more than seven members headed by the Editor, is elected by the Council. Individual members are subsequently appointed by their respective superiors, except lay members, who are immediately appointed by the Abbot President. Member-

ship on this Board requires professional competence. The term of office is 3 years. Vacancies are filled by the Executive Board after consultation with the Abbots President of the several congregations, with subsequent appointment by individual superiors. Editorial Board members may be drawn from either constituent or participating membership.

No provisions were mentioned regarding salaries, per diem, and other expense allowances of Board members. Evidently, lay members of the Academy, like the religious, do not receive remuneration.

Sections.—For most productive work, the Academy's Executive Board is empowered to create "a suitable number of *Sections* based upon fields of knowledge and the activities and interests of Benedictines." Each of these Sections has a Chairman and Secretary, appointed by the Executive Board. Professional competence in the particular field appears to be a qualification for this office. Vacancies are filled by the Executive Board. No compensation is provided.

Meetings

The American Benedictine Academy does not meet in its entirety, but has at least two Section meetings annually, the time and place of which are designated by the Executive Board. These meetings bring together for discussion those members who share common interests in specific fields. For example, one Section meeting on Philosophy, Natural Science, and Mathematics was scheduled to be held from August 26 to 29, 1963, at St. Bernard's Abbey, Cullman, Ala.; the other Section will meet at the same time at Mt. Scholastica Convent, Atchison, Kans., and will be concerned with Education and Psychology, and Language and Literature. For business transactions, an absolute majority of the constituent members present carries the vote.

Matters for discussion center on the improvement of scholarship. Other business may include the formulation and proposal of Bylaws to implement the Constitution. Minutes of the Academy's sectional meetings are available.

Council.—Closed meetings of the Council are called at the discretion of the Abbot President, as the need arises, at the time and place designated by him. Decisions are based on majority vote. Business of the Council consists of the following: (1) matters pertaining to the conduct of the American Benedictine Academy; and (2) election and appointment of members of the Executive Board. Minutes of the meetings are available.

Executive Board.—Closed meetings of the Executive Board are called by its President as the need for consultation or business transaction arises. Time and place of meeting are determined by

the Board. Minutes are available and proceedings are published. Business transactions concern the following:

- (1) Administration of the activities of the American Benedictine Academy;
- (2) Granting of membership;
- (3) Creating Sections based upon fields of knowledge;
- (4) Appointment of Section officers;
- (5) Determining place and time of Section meetings;
- (6) Determining the financial policy of the American Benedictine Academy;
- (7) Attending to financial affairs of the American Benedictine Academy;
- (8) Granting of awards.

The granting of memberships and awards is decided by a majority vote of four. Other matters are decided by absolute majority.

Editorial Board.—Formal meetings of the Editorial Board occur whenever there is need for consultation. Informally, the members of this Board act in a continuing advisory capacity to the Editor. Their business consists of:

- (1) Deciding on the merits of manuscripts;
- (2) Determining the frequency of official publications;
- (3) Formulating editorial policies;
- (4) Formulating and proposing Bylaws to the Constitution.

Intragroup Responsibilities and Working Relationships

The sources of the responsibilities and working relationships within the Academy are the Constitution and Bylaws, drafted and adopted in 1947, and since revised and amended. According to these two documents, the Academy as such has coordinating and consultative responsibilities in regard to the activities of the various congregations, colleges (16 senior colleges and 6 junior colleges), seminaries, scholasticates, juniorates, nursing schools, and secondary and elementary schools.

Academy policy is an overall cooperative one. Budgetary and other financial provisions are handled by the Executive Board. Activities are financed by annual contributions of members and by voluntary donations. In the areas of administration, faculty, and religious formation, efforts are cooperative and consultative.

The Council's responsibilities are governing-coordinating and consultative, and extend to the various types of institutions mentioned earlier. Policy is authoritative in character, since each superior's individual field of jurisdiction is tied in with the overall areas of Council responsibility.

Programs and procedures parallel those of the Academy. The same holds true for the Executive Board and the Editorial Board, except that the last-mentioned Board directs the publications of Academy members and is responsible for publishing the official communications of the Executive Board at the direction of its President. The Executive Board's Treasurer receives the financial assessments, and must submit an annual financial accounting to the Board and a triennial financial statement of the Academy to the General Chapter of each Congregation.

Staff Personnel

Funds for all expenses of the Academy, the various Boards, and individual personnel come from a fixed annual assessment on the various member institutions on a per capita basis. Since the staff members are Benedictines, no salaries are involved.

The Abbot President is the head of the Academy. His qualifications are those fixed for a Benedictine Abbot by Canon Law and the Rule of St. Benedict. These two documents indicate administrative and scholarly ability and background. As Abbot of the American Cassinese Congregation, he is ex officio President of the Academy. His functions are (1) to call meetings, (2) to preside at meetings, and (3) to appoint lay personnel to the Editorial Board. There is no salary. Expenses and other costs are taken care of by the funds of the Academy.

The Chairman of the Council occupies a position through which ultimate authority is exercised in all matters pertaining to the conduct of the American Benedictine Academy. His qualifications are those prescribed for a Benedictine Abbot by Canon Law and the Rule of St. Benedict. He is elected by the Council members and by other American Abbots for a period of 3 years. His functions flow from his position:

- (1) He calls meetings at his discretion and presides over them.
- (2) He approves the calling of meetings of the Executive Board.
- (3) His consent is needed for the conferring of honors and awards.
- (4) His approval is needed for the admittance of a monk to Constituent membership.

The other members of the Council assist the Chairman. Their qualifications are the same as those for the Chairman. Their functions are:

- (1) To elect the members of the Executive Board;
- (2) To elect and appoint the members of the Editorial Board, except lay members;

- (3) To formulate and propose amendments and bylaws to the Constitution of the Academy;
- (4) To vote on proposed amendments—a two-thirds majority is required for passage;
- (5) To adopt or change bylaws by majority vote.

The chief executive officer of the Executive Board is the Abbot President. His qualifications, too, are fixed by Canon Law and the Benedictine Rule. They include administrative and scholarly ability and background. The President is elected by the members of the Council for a term of 3 years. His functions are:

- (1) To serve as director and liaison officer of the Academy;
- (2) To approve expenditures of funds according to the financial policy adopted by the Executive Board;
- (3) To direct official communications to the members of the Academy;
- (4) To consult with the Editor on issuing publications of the Academy.

As mentioned before, there is no salary for religious personnel. Expenses and costs are covered by Academy funds.

In the absence of the President, his duties are assumed by the Vice-President (or down the line of officers in the usual order). All of these assisting officers are American Benedictine Abbots, whose qualifications and tenure parallel those of the President.

The duties of the Executive Secretary are:

- (1) To keep minutes of the meetings and minutes of all transactions of the Executive Board;
- (2) To issue official communications at the direction of the President;
- (3) To preserve all papers and records, except manuscripts;
- (4) To attend the meetings of the Sections of the Academy with a view to unifying and coordinating their activities.

The duties of the Treasurer are:

- (1) To handle all financial affairs of the Academy and safeguard its funds;
- (2) To submit annually to the Executive Board a detailed statement of all receipts and disbursements;
- (3) To submit triennially to the General Chapter of the several congregations a financial statement of the Academy.

The Editorial Board has the Editor as its chief executive. He, as well as the other members of this Board, may be elected from either constituent or participating membership. His qualifications are those of a thorough scholar. He is elected by the Executive Board for a period of 3 years. His functions are:

- (1) To serve as chairman of the Editorial Board;
- (2) To receive, accept, and prepare manuscripts for publication;

- (3) To provide for printing and issuing the publications of the Academy, following consultation with the President of the Executive Board;
- (4) To formulate the editorial policy of the Academy in consultation with the Editorial Board and, at his discretion, with other constituent members of the Academy;
- (5) To determine the frequency of official publications, upon consultation with the Executive Board and the Editorial Board.

The following evaluation of this executive arrangement was submitted:

- (1) This arrangement serves to make the Academy strong in implementing its primary purpose—the safeguarding of traditions and the promotion of scholarship;
- (2) Under this arrangement the Academy is alive with a progressive spirit;
- (3) This arrangement has proved an effective means for reaching agreement on policies and courses of action quickly and efficiently.

Intergroup Relationships

Members of the Academy work in cooperative relationship with other higher education boards, organizations, and related agencies. General groups identified were learned societies, regional accrediting associations, State associations, and State departments of education.

Particular groups identified were the National Catholic Educational Association, the National Catholic Welfare Conference, the National Educational Association, and the Sister Formation Conference.

Academy members hold membership in these groups, participate in their meetings, committees, and panels, and serve as speakers and officers. They also maintain personal contacts through correspondence and other means.

Strengths and Weaknesses in Existing Methods and Procedures

The following are considered elements of strength in intragroup relationships of the Academy:

- (1) Provision for attendance at meetings regarded as profitable at all levels of membership;
- (2) Promulgation of minutes and published proceedings;
- (3) Provision for consultation among scholars and administrators on unusual problems and aspects;
- (4) Provision for exchange of view or advice through personal

correspondence or other personal contacts with high-level executives and outstanding scholars;

(5) Publication of the Academy's official organ, *The American Benedictine Review*, and also of *Benedictine Studies*, which is a series of publications encouraging original research and creative scholarship;

(6) Provision for advice, direction, and publication of creative Benedictine writing.

Elements of strength in external relationships may be seen in:

(1) Attendance at meetings of, and membership in, related agencies;

(2) Active participation in the programs of such organizations' meetings;

(3) Availability of the *American Benedictine Review* and other publications and proceedings to any related agency.

No weaknesses were identified in regard to carrying out either intragroup or intergroup responsibilities of the Academy.

Augustinian Educational Association²

Historical Background

The Augustinian Educational Association is an unincorporated association of all members of the Augustinian Order (the Order of St. Augustine) in the United States. It was established in 1958 by order of the Provincial Superiors of the American Provinces of the Augustinians. Thus, its status is derived from the Constitutions of the Order and from the order of the Provincial Superiors. The following purposes were set forth in the establishment of the Association:

1. Cooperation of member institutions in furthering the aims of Catholic education;
2. The promotion of scholarship and research in Augustinian tradition;
3. Increased academic efficiency of all Augustinian institutions;
4. Effective presentation of the Catholic philosophy of life;
5. Corporate cooperation with other institutions, both Catholic and non-Catholic.

Membership

Membership in the Association includes all members of the Augustinian Order, a male religious society.

² Information developed on the Augustinian Educational Association was verified by Reverend Albert C. Shannon, O.S.A., Executive Director of the Augustinian Educational Association, Villanova University, Villanova, Pa.

Membership on the Executive Board is decided as follows: the Executive Director and members are elected, and the Provincial Superiors and their Councils are ex officio members. Besides these elected and ex officio members, there are others holding membership by appointment, namely regional directors and committee members. The requirements or qualifications for membership, whether by election, ex officio, or appointment, specifically designate the holding of membership in the Order of St. Augustine.

There is no salary attached to any office, nor is remuneration given to any officer or member for services. Expense allowances are provided by the Provincial Superiors and by participating institutions.

Meetings

Meetings of the Association, held annually at the time and in the locale of the Annual Convention of the National Catholic Educational Association, are closed sessions. The minutes and proceedings of these meetings are not available on a regular basis. For a meeting to be held, a majority quorum is required.

The purpose of the annual meeting is to accomplish the objectives, previously stated, of the Augustinian Educational Association. As to the nature of the business transacted, the meetings center in papers dealing with problems pertinent to the Augustinian Order's educational program and activities.

Intragroup Responsibilities and Working Relationships

The responsibilities of the Augustinian Educational Association and provisions for their regulation are set forth in the Constitutions of the organization. Policies of the Association are largely permissive in character, and the relationships existing among the Provinces of the Order are quite informal.

Types of responsibilities and working relationships are identified as follows:

1. Legislative and supervisory responsibilities and relationships are held by the Provincial Superiors and the elected Executive Director of the Board.
2. Other Board members, not holding positions of authority, such as appointed committee members and regional directors, have responsibilities and working relationships of a consultative nature.

These responsibilities and working relationships extend to the following types of institutions of higher education: one university, five colleges, and two novitiates, or a total of eight. There are also

14 secondary schools which hold membership in the Augustinian Educational Association.

Staff Personnel

The chief executive officer of the Association has the title of Executive Director. He is elected for a term of 3 years, and is usually reelected for another 3-year term. The tenure of office of the other members is indefinite but is usually for 6 years.

Staff personnel function in a consultative capacity. Only the ex officio members of the Board, i.e., the Provincial Superiors and the elected chief executive officer, the Executive Director, have legislative and supervisory powers. Funds to meet whatever operational expenses are required to carry out the functions of the Association are supplied by the Provincial Superiors and the participating institutions of the Association.

Intergroup Relationships

The Augustinian Educational Association maintains relationships with other higher education boards and agencies, which are characterized as religio-educational, educational, and socio-educational. Such boards and agencies are:

1. The Middle States Association of Colleges and Secondary Schools;
2. The National Catholic Educational Association;
3. The National Catholic Welfare Conference.

Membership is held in two of these, namely, the Middle States Association of Colleges and Secondary Schools and the National Catholic Educational Association. Participation is limited to attendance at meetings. It should be noted that although membership is not held in other educational associations, their meetings are attended. The executive officers maintain relationships with other associations through attendance at annual conventions of such groups.

Strengths and Weaknesses in Existing Methods and Procedures

The Executive Director has evaluated the Association's strengths, in carrying out intragroup responsibilities and working relationships, as coordinating and unifying the work of the Augustinian institutions. He evaluated its weakness as a need for more permanent and higher status.

The Association's main strength in carrying out intergroup relationships with other public and private agencies was cited as participation in the work of national educational associations. Its chief weakness was reflected in the need for greater recognition.

Board of Higher Education of the Congregation of the Sisters of the Holy Cross⁴

Historical Background

The Board of Higher Education of the Congregation of the Sisters of the Holy Cross is an educational organization having supervision and control over all institutions of higher education of the Congregation of the Sisters of the Holy Cross in the three Provinces of this Congregation in the United States.

The Board was founded in 1948, receiving its status from the Congregation's Constitutions. The objectives of the Board are three-fold: (1) the stabilization of college faculties; (2) the shaping of policies of higher education; and (3) the recommending of Sisters to pursue graduate study. These objectives are fulfilled by annual meetings at which agreement is reached regarding the exchange of faculty among the three colleges of the Congregation, the appointment of new faculty, and the assignment of faculty to graduate study and travel.

Membership

The Board of Higher Education consists of 10 members. The Superior General, the three Provincial Superiors, the three Presidents of the colleges of the Congregation, and the Director of Education for Houses of Formation are all ex officio members, while the remaining two, the Academic Dean of St. Mary's College, Notre Dame, Ind., and the First Councillor General of the Community, are appointed. The Superior General has a maximum term of 12 years, the three Provincial Superiors a maximum term of 6 years; the other six members hold office as long as they remain in the particular position mentioned. Therefore, removal is provided for either by expiration of the term of office, or, in the case of the Academic Dean, by a change of assignment by the Provincial Super-

⁴Information developed on the Congregation of the Sisters of the Holy Cross was supplied by Sister M. Monica, C.S.C., the Third Councillor General and Director of Education for the Houses of Formation of the Sisters of the Congregation of the Holy Cross, St. Mary's College, Notre Dame, Ind.

rior. Since the members are all religious, no salary is provided. However, travel and other allowances are cared for by the individual Province.

Meetings

The Board of Higher Education holds annual closed meetings at St. Mary's, Notre Dame, Ind., for the purpose of fulfilling its objectives. The nature of the business transactions is as follows:

1. The discussion of educational activities;
2. The study of the educational assets of each province;
3. College faculty exchange, appointment, and graduate study.

The minutes of these meetings are not available nor are any proceedings published. No specific requirements are mentioned for a quorum.

Intragroup Responsibilities and Working Relationships

The specifically stated source of responsibility and working relationships for the Board of Higher Education is the Constitution of the Congregation of the Sisters of the Holy Cross. The Superior General has the governing responsibility, while the Board has a governing-coordinating responsibility over the three colleges of the Congregation. Board policy includes coordination of planning and administration. Finances for travel and whatever else may be entailed are handled by the Community.

Staff Personnel

All operational and capital expenses of the Board are covered by Community funds. No member of the Board receives a salary or any remuneration for expenses. The chief executive officer of the Board is the Chairman. Her qualifications are that she be the Superior General of the Congregation. She holds an ex officio position for a maximum term of 12 years.

Intergroup Relationships

The members of the Board of Higher Education of the Sisters of the Holy Cross hold membership and take active part in the following educational and socio-educational agencies:

1. American Council on Education;
2. Association of American Colleges;
3. American Association of University Women;
4. College Entrance Examination Board;

5. Indiana State Board of Education;
6. National Catholic Educational Association;
7. National Catholic Welfare Conference;
8. National Commission on Accrediting;
9. National Council for Accreditation of Teacher Education;
10. National Education Association;
11. Sister Formation Conference.

Strengths and Weaknesses in Existing Methods and Procedures

Strengths in carrying out intragroup responsibilities and working relationships were reported as follows:

1. Annual opportunity for top-level communication concerning interprovincial needs, problems, and plans;
2. Probability of more balanced and better-informed selection, placement, and advancement of religious personnel for assignment to college faculty or advanced training;
3. Better utilization and less waste of available personnel.

Weaknesses mentioned were:

1. That board decisions are not necessarily binding on provincial superiors in making assignments;
2. That a larger amount of objective evidence is needed on which to base the decisions of the Board, such as measures of aptitude and performance and also information regarding areas of specialization within subject matter fields for which there is need for more personnel or strengthened personnel.

Strengths in intergroup relations may be found in the cooperation of the Board with the many other higher education agencies.

Capuchin Educational Conference⁵

Historical Background

The Capuchin Educational Conference is an unincorporated educational association comprising all members of the Capuchin jurisdiction within the United States and Canada. This Conference was officially established in 1958 by the North American Superiors of the Order of Friars Minor, Capuchin. Its status as an unincorporated education association was effected 1 year later when, on August 26, 1959, the Constitutions of the Capuchin Educational Conference

⁵ Information developed on the Capuchin Educational Conference was verified by the Very Reverend Eric May, O.F.M., Cap., President of the Capuchin Educational Conference, Mary Immaculate Friary, Garrison, N.Y.

were presented to the general assembly of the Conference by the Committee on the Constitutions, and, after emendations, were unanimously adopted.

The purposes of the Conference are stated in the Constitutions. They are divided into General and Particular Purposes, as follows:

General:

To safeguard the principles and to further the interests of Capuchin education.

Particular:

1. To encourage the spirit of mutual helpfulness among the friar educators in all the Capuchin jurisdictions of the United States and Canada;
2. To advance, by study and discussion, Capuchin educational work in all its departments;
3. To offer means and incentives towards the advancement of learning and the pursuit of literary work among the friars.

Membership

Membership in the Capuchin Educational Conference is open to all members of the Capuchin jurisdiction within the United States and Canada.

Membership in the Board of Executives extends to Capuchin friar educators who have been elected to the positions of President, Vice-President, and Secretary. These three constitute the Executive Board.

There are also Associate Officers, comprising ex officio the respective Provincial Prefects of Studies or their equivalents, and Regional Directors.

The President, Vice-President, and Secretary are elected separately by secret ballot at the last session of the Convention, held every 2 years, an absolute majority of the votes being necessary for election. If, after two ballots have been cast, no election has been effected, the two candidates having the greatest number of votes become the exclusive candidates in the third voting. If two candidates receive an equal number of votes, the senior friar (senior according to the number of years spent in the Order) is granted the position.

The funds of the Conference and its Board of Executives are provided by the Provincial Superiors. There is no salary attached to any office, nor is remuneration given to any member for services.

Meetings

Meetings of the Executive Board are held semiannually; the Conference meets once every 2 years. The Associate Officers attend

the meetings of the Executive Board. In case any one of them is absent, a designated member of that friar's jurisdiction assumes his place and vote. The Executive Board determines the date and locale of the general Convention for the Conference. The purpose of both the Executive Board meeting and the general Convention is to accomplish the objectives of the Capuchin Educational Conference, as set forth in the Constitutions of the Conference. The meetings are closed.

The nature of the business of the Executive Board's meetings is clearly stated in the Constitutions of the Conference. The Board is charged with the management of the affairs of the Conference. It is vested with power to make regulations concerning the writing, reading, and publishing of papers presented at the Capuchin Educational Conference Convention. It also arranges for the appointment of Committees of the Conference, other than the Nominating Committee. At the final meeting, the outgoing officers must finish all the business of the previous Convention. Minutes and proceedings of the meetings are available. They are published in *Aims and Objectives of Capuchin Seminary Training*, and in *Saint Lawrence of Brindisi—Doctor of the Universal Church*.

Intragroup Responsibilities and Working Relationships

The Constitutions drawn up for the inaugural meeting of the Conference contain the statements of responsibilities and of working relationships of the Board. These responsibilities are carried out through attendance at meetings, membership on committees, and personal contact among the members. Policy is legislative on the part of the Executive Board and advisory on the part of the Associate Officers, Regional Directors, and Committee members.

The President presides at all the Conventions of the Conference and at meetings of the Executive Board. The Constitutions provide that the Executive Board shall interpret the Constitutions, Bylaws, and Regulations of the Conference; and in matters of dispute, that its decision shall be final. All committees shall at all times be subject to the Executive Board. At each Convention, the President shall appoint two standing committees, namely, the Program Committee, consisting of the Secretary and three others, to be in charge of the arrangements of the Conventions; and the Committee on Publications, which is in charge of such publications as the Executive Board sees fit to authorize. Operational expenses are provided by Provincial Superiors.

There also exists an inter-Province relationship. Regional meetings of Provincial Superiors, Rectors, Deans, Principals, and faculty are held and are known as Special Meetings.

Eight colleges and 76 other institutions—a total of 84 institutions—belong to the United States Provinces. There are other institutions in Canada and Latin America.

Staff Personnel

The chief executive officer is the President. He is elected by secret ballot. An absolute majority of votes is required for election, but the Constitutions provide for all contingencies, such as equal distribution of votes, as previously described in the section under Membership. Election of a Vice-President and a Secretary is prescribed in the same manner. Their tenures of office are for 2 years.

Other staff personnel are Associate Officers, who are ex officio Prefects of Studies or their equivalents, and Regional Directors, all of whom serve the Executive Board in an advisory capacity. There is no salary attached to their services.

Intergroup Relationships

No information was reported concerning intergroup relationships of the Conference.

Strengths and Weaknesses of Existing Methods and Procedures

No information was supplied on these points. From the clearly defined duties of the Executive Board and the intragroup relationships set forth in the Constitutions, it would seem reasonable to conclude that the Capuchin Educational Conference has strong foundations and a pattern of working relationships conducive to the successful accomplishment of the objectives of the Conference.

The Catholic University of America Program of Affiliation *

Historical Background

The Catholic University of America Program of Affiliation is an organization extending the University's official approval "to Catholic institutions of learning above the elementary school" in order "to render to them such assistance as is possible through the intelligent,

* Information developed on the Catholic University of America Program of Affiliation was supplied by Dr. Roy J. Deferrari, Director, Program of Affiliation, and by Miss Rita Watrin, Assistant to the Director.

informed, and alert leadership found within the Affiliates themselves."

The Program of Affiliation was established in 1912 by the Board of Trustees of the University. It draws its status from the original charter, the letter of Pope Leo XIII, "Magna Nobis Gaudia," of which article 71, section 2, proposes such an affiliation. It was restated and revised in the *statuta* of 1937. The twofold purpose of this Committee on the Program of Affiliation is as follows: (1) to assist in the growth and development of the Catholic educational system in the United States; and (2) to improve articulation within it through standardization and through supervisory and consultative services to Catholic high schools and Catholic institutions of higher learning.

Membership

Ten of the 11 members of the Committee on Affiliation are appointed by the Rector of the University. The Vice-Rector serves as an ex officio member. The only qualification for Committee members is that they belong to the faculty of the Catholic University and have a background of professional training and experience to enable them to contribute significantly to educational policies. The members may be male or female and, except for the Chairman-Director and Vice-Rector of the University, who have indefinite terms, they are appointed for a 3-year period. Three Committee members are appointed or reappointed each year, so that there is overlapping of terms. Renewal of appointment, removal from office, and filling of vacancies are all effected through the Rector, on the recommendation of the Chairman-Director. The Chairman-Director receives a salary. The other Committee members are compensated for travel expenses, and receive an honorarium for each college visited.

Meetings

Closed monthly meetings are held during the academic year in the Office of Affiliation located in McMahon Hall of the University. A majority is the quorum requirement. The nature of the business transacted may be summarized as follows:

1. To review applications for affiliation;
2. To make recommendations to the Academic Senate as to acceptance or rejection of applicants;
3. To review evaluation of Affiliates for reaffiliation;

¹ *The Programs of Affiliation of The Catholic University of America*. Washington: The Catholic University of America, 1960, p. 10.

4. To make recommendations for continued development of Affiliates;

5. To study and formulate general educational policies;

The minutes of the meetings are distributed to each member of the Committee, with the official copy going to the Vice-Rector of the University.

Intragroup Responsibilities and Working Relationships

The specific source of assignment of responsibilities is again the letter of Pope Leo XIII, "Magna Nobis Gaudia." The Director and the Committee are directly responsible to the Rector of the University, who submits recommendations for the affiliation of applicants to the Academic Senate, who in turn is responsible to the Board of Trustees. The entire nature of the Program of Affiliation is permissive, with the Committee functioning solely as a consultative body.

There are 736 institutions or affiliates in the Program, of which 415 are secondary schools. The kinds and number of educational institutions of higher education are:

(1) 4-year general colleges	176
(2) Junior and community colleges	89
(3) Teacher training institutions	30
(4) Schools of nursing	24
(5) Miscellaneous higher education	2

In addition to the 736 institutions mentioned, there are also 22 major seminaries affiliated with the Program.

In a supervisory-consultative capacity, the Committee deals with any problem the affiliate raises in policy, budget, financing, physical facilities, personnel, curriculum, and other matters.

Staff Personnel

Funds for the operation of the Office of Affiliation, including salaries, are obtained through application and evaluation fees as well as through an annual fee paid by each affiliate. Capital expenses are allotted from the Catholic University of America.

The chief executive officer is titled "Director of the Program of Affiliation." He is a faculty member with a Ph.D. degree and with educational experience. He is appointed by the Rector of the University for an indefinite term of office for the purpose of maintaining the Office of Affiliation and the general direction of the Program. He is salaried.

Other personnel are employed according to regular University procedure and salary scale. They include an assistant to the director,

a test and curriculum consultant, a statistical assistant, and two secretaries.

Intergroup Relationships

The types of agencies with which external working relationships have been established are:

1. Educational associations and conference groups;
2. Individual institutions of higher education (both public and unaffiliated private);
3. Regional accrediting agencies;
4. State departments of education.

Some examples of agencies with which CUAPA has established such relationships are the National Association of Secondary School Principals, the National Catholic Educational Association, and the Middle States Association of Colleges and Secondary Schools. The Chairman-Director of CUAPA is a member of the Commission on Institutions of Higher Education of the Middle States Association.

The nature and extent of the relationships established include cooperation in evaluating procedures; recognition of credits and diplomas earned at affiliated institutions for purposes of transfer and admission to graduate study; and cooperative participation in intergroup programs and meetings. CUAPA's intergroup responsibilities and relationships are carried out by such means as participation on joint evaluation teams for regional associations; cooperative efforts to secure State accreditation; and providing resource persons and leaders to serve as speakers, discussants, and in other capacities at various educational conferences and programs throughout the country.

Strengths and Weaknesses in Existing Methods and Procedures

In regard to CUAPA's internal responsibilities and relationships, a recent survey has shown that the services provided by CUAPA are of substantial benefit to the member institutions. It has been successful in assisting and upgrading minor seminaries, the philosophy divisions of major seminaries, and colleges for religious communities for women. A major weakness is the need for additional professional and clerical staff on a full-time basis.

With reference to CUAPA's external relationships, the same survey indicated that the Affiliation is of great value in giving assistance in securing State and/or regional accreditation and in dealing with other professional groups. However, further cooperative efforts are needed to avoid unnecessary duplication on the part

of the Affiliation and other professional educational agencies. While accreditation and related problems are being solved satisfactorily with regard to many individual affiliates, there is room for a greater recognition of an official policy of cooperation among the several agencies involved.

Christian Brothers Education Association *

Historical Background

The Christian Brothers Education Association is an organization of the members of all educational institutions of the six Provinces of the Christian Brothers in the United States. The Association was established in 1939, when it was felt that there was need for a formal organization to promote unity of effort in educational matters, to stimulate creative thinking on educational problems, and to disseminate information on what is being done throughout the country in the way of new approaches to these problems. Its status as an unincorporated association was granted by the Constitutions and Bylaws.

The purposes for which the organization was established are (1) to promote efficiency in all educational activities; (2) to promote scholarship; (3) to conserve educational traditions of the Religious Community; and (4) to publicize the educational facilities of the Religious Community.

Membership

The Executive Board of the Association consists of 16 members, 10 of whom are elected for a 2-year term by the Association at the annual meeting. The six major superiors of the six United States Provinces of the Christian Brothers are ex officio members of the Board. In addition, six regional directors and a Committee of five members are appointed to work with the Board. The only qualification specified is that they be Christian Brothers. Vacancies are filled by appointment until the next annual meeting of the Association.

Meetings

The Association meets annually in closed session at one of the colleges conducted by the Christian Brothers in the United States.

* Information developed on the Christian Brothers Education Association was supplied and verified by Brother Louis De La Salle, F.S.C., Dean, Lewis College, Lockport, Ill.

There is no provision for special meetings. The purpose of the annual meeting is to fulfill the objectives of the Association. Business transacted at the meeting concerns educational problems and policies. Proceedings are published and distributed to all Christian Brothers' establishments and are also available to interested persons upon request to the Secretary of the Association.

Intragroup Responsibilities and Working Relationships

Responsibilities and working relationships of the Association are specifically stated in and required by the Constitutions and Bylaws. The Executive Board, the Regional Directors, and the Committee serve in a consultative and advisory capacity for the 7 colleges and 100 secondary schools which are members of the Association.

General policy determination, budget approval, curricular and extracurricular endorsement, establishment of personnel policies, financing of current operations, and planning and financing physical facilities are areas for discussion and for recommendation.

Staff Personnel

The chief executive officer is the President, who must be a Christian Brother and who is elected for a term of 2 years. Other staff personnel include a Vice-President and a Secretary, who also must be Christian Brothers and who are likewise elected for 2-year terms. The President, Vice-President, and the Secretary perform those functions which are the usual duties of these officers in any organization. Neither the President nor other staff personnel receives a salary, since they are members of a religious community. Travel and related expenses are provided for by the Association. Funds for operational and capital expenses are allotted by member institutions.

Intergroup Relationships

Agencies with which external relationships have been established and the nature of these relationships are set forth below:

<i>Names of Agency</i>	<i>Type of Relationship</i>
Affiliation with the Catholic University of America	Educational
American Association of University Professors	Educational
Catholic Business Education Association	Educational
Conference of Major Superiors	Religio-educational
National Catholic Educational Association	Educational

National Catholic Welfare Council	Socio-educational
National Council for Accreditation of Teacher Education	Educational
Notre Dame Study of Catholic Education	Educational
Regional accrediting associations	Educational
State educational associations	Educational

Membership in the agencies and participation in meetings constitute the nature and extent of the Association's relationships with all the above agencies with the exception of the Catholic University of America affiliation, National Council for Accreditation of Teacher Education, and the American Association of University Professors, in which *individuals* and *member institutions* may and do apply for membership. The Christian Brothers Education Association itself does not hold membership in the latter agencies.

Procedures for carrying out these responsibilities include participation in programs and meetings, serving as officers and speakers, participation in workshops, cooperation in evaluative procedures, conducting self-evaluation studies, making progress reports, and conducting research.

Strengths and Weaknesses in Existing Methods and Procedures

In carrying out internal relationships, strengths are found in the fact that besides the elected members, the major superiors of each of the six Provinces of the country are members of the Executive Board. In this same realm it was considered a weakness that no provision had yet been made for regular Board meetings between the annual meetings of the Association.

In carrying out external relationships, appointment of a full-time Director of Public Relations of the Association was considered a sign of strength. No weaknesses were noted.

Dominican Education Association⁹

Historical Background

The Dominican Education Association is an organization open to all members of the Dominican Order—both men and women—engaged in education at all levels of instruction, for the purposes of promoting and interpreting educational practices of the Order of Preachers among American Dominican educators.

⁹ Information developed on the Dominican Education Association was verified by Sister Jean Marie, O.P., Dean, St. Catherine College, and Secretary-Treasurer of the Dominican Education Association, St. Catherine, Ky.

Prior to the 1959 organizational meeting, the Dominican Education Association held two informal meetings during the annual meetings of the National Catholic Educational Association, the first in Milwaukee, April 1957, and the second in Philadelphia, April 1958.

On Thursday, April 2, 1959, again during the annual meeting of the same organization in Atlantic City, N.J., a group of 39 Sister delegates from 21 Congregations of Dominican Sisters and 6 Dominican Fathers representing two Provinces of the Dominican Fathers met to consider, discuss, and vote on the possible establishment of a Dominican Education Association.

The delegates, by common agreement, formally established the Association, with the understanding that membership and responsibility were open to all members of the Dominican Order engaged in education at all levels of instruction. A Committee on a Constitution was appointed, temporary officers elected, and a resolution passed to publish the *Dominican Education Bulletin*.

The general purpose of the Association, as stated in the Constitution, is "to provide means of promoting and interpreting educational practices of the Order of Preachers among Dominican educators." More specifically, the following objectives are listed:

1. To foster realization of the Dominican ideals;
2. To promote application of those ideals at every level of Dominican education activities;
3. To consider proper interpretation of those ideals in accordance with Catholic education in America;
4. To consider the means of educational formation of Dominican Fathers, Brothers, and Sisters;
5. To study the role of Dominican education in relation to the general aims of the National Catholic Educational Association;
6. To promote the spirit of cooperation among Dominican educators in the United States.

Membership

The Executive Committee, the governing board of the Association, consists of the following members: President; Vice-President; Secretary-Treasurer; Chairman of the College Department; Chairman of the Secondary School Department; Chairman of the Elementary School Department; Editor of the *Dominican Education Bulletin*; Retiring Editor; and Retiring President of the Association.

Elections, held biennially, are conducted by three delegates of the three Provincial Houses of the Dominican Fathers and by two of the Congregations of the Dominican Sisters in the United States.

The following officers are elected:

1. Vice-President—for one 2-year term, after which the person automatically assumes the Office of President, also for one 2-year term. This office is filled alternately by a Dominican Father and a Dominican Sister.
2. Secretary-Treasurer—for one 2-year term, after which the person may be reelected.

The three Chairmen and the Editor of the *Dominican Education Bulletin* are appointed by the President in consultation with the Vice-President and Secretary-Treasurer.

The retiring editor of the *Dominican Education Bulletin* and the retiring President of the Association are ex officio members of the Executive Committee.

Meetings

General meetings of the Dominican Education Association are held annually during the National Catholic Educational Association meetings. These meetings are open to all members of the Communities of the Dominican Fathers, Brothers, and Sisters.

The Executive Committee meets as a committee with the voting delegates at least once a year, immediately preceding the annual meeting of the Association. It also meets in closed session at intervals during the year, rotating these meetings among the institutions of the Association, and at the time of the National Catholic Educational Association meeting.

The three departments, i.e., college, secondary, and elementary, meet in separate groups once during the year, usually during the convening of the National Catholic Educational Association.

Purposes of the meetings are:

1. Meeting of the Executive Committee with voting delegates:
 - a. To administer the affairs of the Association;
 - b. To discuss the business brought up by the delegates;
 - c. To elect biennially the officers of the Board.
2. Meeting of the Executive Committee (closed):
 - a. To plan annual meetings;
 - b. To inaugurate study of educational problems on all levels of instruction and to aim at effective solutions;
 - c. To pass on recommendations by secret ballot.

Reports of the minutes are made at the general meeting of the Association and are published in the *Dominican Education Bulletin*. Individual copies of the minutes are also sent to members of the Executive Committee.

Intragroup Responsibilities and Working Relationships

All sources of responsibility and working relationships of the

Executive Committee with the individual members of the Association and with member institutions stem from a written constitution. Twenty-one 4-year colleges, including one that is run by the Dominican Fathers, and 4 junior colleges belong to the Association. To assist these institutions in their educational programs, the Executive Committee serves as a coordinating and consultative body.

The expenses of the Association are cared for through institutional assessments and through individual registration fees at the annual meeting of the Association. Since all the Board members are Religious, there is no salary entailed.

Staff Personnel

The chief executive officer of the Association is the President. This office is alternately filled by a Dominican Father and a Dominican Sister, each of whom serves one 2-year term. The Vice-President automatically becomes the President after serving one 2-year term. The following are the duties of the President:

1. To preside at the Executive Committee meetings;
2. To preside at the general meetings;
3. To prepare and submit to the Fathers Provincial and the Mothers General an annual report of the work of the Association and a copy of the proceedings and minutes of the annual meetings;
4. To represent the Association at educational meetings.

The Vice-President and other members of the Executive Committee, mentioned earlier, assist the President in carrying out the following duties: (1) general administration of the affairs of the Association; (2) inauguration of studies of educational problems and promotion of the solution of these problems; and (3) passing on recommendations made by the Association, the voting delegates, and the three departments. In addition to functioning as members of the Committee, these persons also perform staff services for the Committee. Other persons available for staff assistance to the Committee are the Vice-Chairman and Secretary of the College Department, Secretary of the Secondary School Department, and Secretary of the Elementary School Department.

Intergroup Relationships

Relationships of the Association with other private and public higher education groups exist in the following categories:

1. Private:

- a. Affiliation with the Catholic University of America through membership and self-evaluation studies;

- b. Conferences of Major Superiors, by membership, by serving as delegates to meetings, and by participating on panels;
- c. National Catholic Educational Association, by membership, attendance at meetings, holding office, serving on committees, and taking part in programs;
- d. Sister Formation Conference, by attending meetings and by participating on panels.

2. *Public:*

- a. Regional accrediting associations, by membership, attendance at meetings, self-study, progress reports, programs;
- b. State educational associations, by membership, panel discussions, conferences, and workshops.

Strengths and Weaknesses of Existing Methods and Procedures

The following have been identified as strong points or positive features of the Association, its administration, and program:

- 1. The Constitution of the Association—well-formulated and clearly-defined.
- 2. The General Meeting of the Association—held in conjunction with the Annual Meeting of the National Catholic Educational Association.
- 3. The *Dominican Education Bulletin*—an organ of communication among all members of the Association.
- 4. The union of all members in a common purpose, and having the same religious background, thus making comparatively easy the execution of the functions of the Association.

Certain weaknesses in the present operation of the Association should also be pointed out. These include:

- 1. Difficulty of communication;
- 2. Failure to outline in sufficient detail the functions and duties of persons serving as liaison between the Provinces, the Congregations, and the Executive Committee.
- 3. No specified term for voting delegates;
- 4. Failure to provide an archivist for the Association.

Educational Conference of the Priests of the Congregation of the Holy Cross¹⁰

Historical Background

The Educational Conference of the Priests of the Congregation of the Holy Cross is an unincorporated organization for its own

¹⁰ Information developed on the Educational Conference of the Priests of the Congregation of the Holy Cross was verified by Rev. William T. Craddick, C.S.C., Assistant Provincial of the Priests of the Holy Cross, Indiana Province.

Congregation. It was established in 1925 to carry out the Bylaws of the Constitution of the Congregation, which call for the Provincial Director of Studies to direct and supervise the student priests.

The purposes for which the Conference was founded are as follows:

1. To conserve Community educational tradition;
2. Articulation;
3. To coordinate educational efforts;
4. To promote educational efficiency;
5. To promote scholarship.

Membership

Six members of the Conference are elected from among the Priests of the Holy Cross to carry on the Conference program. The President, Vice-President, and Secretary serve a 1-year term. There are no specific requirements or qualifications other than being a member of the Congregation. No officer receives a salary, and any expense entailed is met by the Congregation.

Meetings

Each year, a 2-day meeting is held, usually in the Midwest, for the purpose of fulfilling the above objectives. Papers are delivered and diverse aspects of education are discussed. The Conference does not in any way make policy, but rather, affords an opportunity to share ideas and to give consultation and advice wherever it is warranted.

The minutes of the meetings are not available, but the proceedings are published. The Conference does not publish a newsletter, bulletin, or similar educational publication.

Intragroup Responsibilities and Working Relationships

The sources of responsibility and working relationships are specifically stated in the Constitution and Bylaws of the Congregation. Responsibilities are definitely consultative and advisory in nature, the Conference having no governing or policy-making authority. Institutions of the Congregation include two universities, four other institutions of higher education, three seminaries, and three secondary schools. One committee has been created for the purpose of studying secondary schools. All finances are covered by institutional assessment.

Staff Personnel

The chief executive officer has the title of President; the only qualification for his office is that he be a Priest of the Congregation of the Holy Cross. The length of his term is 1 year. His specific function is one of coordination.

Intergroup Relationships

The Conference was not specifically established for the purpose of working with other educational agencies, but for coordination within the Congregation. However, the institutions of the Congregation do belong to the regional accrediting and State accrediting agencies, the National Catholic Educational Association, the National Catholic Welfare Conference, and associations for particular subject area fields.

Strengths and Weaknesses in Existing Methods and Procedures

Within the Congregation the Conference is strong by reason of its fulfilling the purposes for which it was formed. As it evolves, its functions are being perfected.

Regarding external relationships, there is room for more active cooperation with other agencies of higher education.

Educational Conference of the Sisters of Saint Joseph of Carondelet ¹¹

Historical Background

The Educational Conference of the Sisters of Saint Joseph of Carondelet is an educational organization of members of the Congregation of Saint Joseph of Carondelet active in the apostolate on the three levels of education and in hospital administration in institutions of the Congregation in the United States. The Conference was founded in 1932 through the efforts of Sister Agnes Rossiter, C.S.J., at a meeting with Provincial superiors at St. Louis, Mo.

At the St. Louis meeting, it was proposed that an organization be formed to strengthen the bond of unity among members of the

¹¹ Information developed on the Educational Conference of the Sisters of Saint Joseph of Carondelet was verified by Reverend Mother Eucharista, C.S.J., Superior General, Saint Joseph Generalate, St. Louis, Mo.

Congregation of the Sisters of Saint Joseph of Carondelet and to stimulate publications by the members of the Religious Community. The nature of the organizational structure and other characteristics of the Conference were set forth in the Constitution and Bylaws. Purposes of the Conference include promoting efficiency in all educational activities, coordinating educational efforts, promoting scholarship, conserving community educational traditions, cooperating with educational associations, and publicizing community educational facilities.

A College Advisory Board, consisting of administrative officers from the five member colleges, was established in 1958. This Board meets periodically to discuss mutual problems and to seek solutions to these problems. Planning and steering committees have also been appointed to consider the needs and problems of four specific groups: liberal arts colleges, secondary schools, elementary schools, and schools of nursing.

In 1960, a Hospital Advisory Board was established, consisting of five members. This Board, which is made up of administrators of the hospitals conducted by the Congregation, studies the needs and problems of these hospitals and serves as a fact-finding committee. Ratification is by the Superior General and her Council.

Membership

The Mother General and her Council constitute the Board of Governors of the Conference. The Board of Directors consists of five members, who are elected for a term of 2 years. All members are religious, and all are professionally prepared for the works of the Apostolate. No monetary compensation is offered.

The College Advisory Board consists of five members—the deans or other administrative officers of the five colleges staffed by the Sisters of Saint Joseph. The same qualifications are required as for members of the Board of Directors. The term of office coincides with the term as administrator of the college. Appointment is by the Mother General and her Council. The Hospital Advisory Board has five members, who are appointed by the Mother General and her Council for a term which coincides with the term of office as administrator of the hospital.

Meetings

The Executive Board, or Board of Directors, of the Conference meets biennially at a closed meeting. The meetings rotate biennially among the different Provinces and are financed by the Province

which is host for that year. Reasons were not given for the rotation, but it obviously provides for distribution of expenses through the Provinces. No quorum requirements were mentioned. Both the minutes and the proceedings of the business meetings are published in booklet form and distributed, as well as being kept on file. The nature of the business transactions is as follows:

1. Approval and circulation of minutes of the last meeting;
2. Submission of financial report;
3. Reports on the progress of the committees of college presidents and deans;
4. Reports on regional meetings;
5. Submission of resolutions for the benefit of the group;
6. Discussion of mutual problems;
7. Informing group on educational trends.

The College Advisory Board meets semiannually to discuss mutual problems involving the work of the colleges. This Board acts as a fact-finding committee to report on educational and charitable works of the Community. After each meeting of the Board, minutes are prepared and distributed to the Superior General and the four Provincial Superiors. Minutes are kept by the Secretary for the year and are then transmitted to the newly elected Secretary the following year.

No information was given on meetings of the Board of Governors or the Hospital Advisory Board. General information indicates that the Hospital Advisory Board is set up along the lines of the College Advisory Board.

Intragroup Responsibilities and Working Relationships

Eleven institutions of higher education—five colleges and six schools of nursing—are included in the Conference. The overall policy of the Conference is characterized as advisory and consultative. All expenses incurred in its operation are shared by the Provinces.

The sources of responsibility for the Board of Governors (the Mother General and her Council) are specifically stated and required in the Constitution and Bylaws. Types of responsibility are identified as governing and are stated as follows: teacher exchange from Province to Province, and appointing the College Advisory Board. The Mother General also makes recommendations to the Provincial Superiors and delegates for educational improvement.

Authority for the College Advisory Board comes from the Mother General and the Council. The Board makes recommendations to the Mother General and keeps her informed on current trends, advises and assists the General Council, and serves as a fact-finding group.

Information has already been reported on functions and responsibilities of the Board of Directors (under Meetings) and the Hospital Advisory Board (under Historical Background).

Staff Personnel

The chief executive officer of the Board of Directors, the body in charge of planning the annual meeting, is the President, who is elected for a term of 2 years. It is her duty to plan the agenda and preside at the annual meeting. Other staff members include the First Vice-President, Second Vice-President, Third Vice-President, Secretary, and Treasurer. These officers are both elected and appointed. Their chief functions are to assist the President in drawing up the agenda for the meetings and in presiding. All expenses for these officers' activities are shared equally by the Provinces.

The chief officer of the College Advisory Board is the Chairman, who is appointed for 2 years. The functions of this Board are to act as a fact-finding group, provide leadership, and serve in an advisory capacity to the Mother General and her Council. Other staff personnel are the administrators of the colleges involved. These administrators are appointed by the Mother General, and serve as advisers to her.

No information was reported on staff personnel of the Board of Governors or the Hospital Advisory Board. However, the Hospital Advisory Board apparently has a pattern comparable to that of the College Advisory Board. It may therefore be assumed that the chief officer is the Chairman and that he is assisted by the administrators of the six schools of nursing.

Intergroup Relationships

The Board of Directors has established relationships with the following groups:

1. American Association of University Professors;
2. American Association of University Women;
3. Association of College Presidents;
4. Catholic University of America Program of Affiliation;
5. Conference of Major Superiors;
6. National Catholic Educational Association;
7. National Catholic Education Association Section on College Presidents;
8. National Catholic Welfare Conference;
9. Regional Associations;
10. Sister Formation Conference.

Membership is held in all the groups listed above except in The Catholic University Program of Affiliation. The Board participates in the meetings of all these groups, with the exception of the following:

1. American Association of University Professors;
2. American Association of University Women;
3. Catholic University of America Affiliation;
4. Association of College Presidents.

The only agencies with which the College Advisory Board has intergroup relationships are the Sister Formation Conference, the National Council for Accreditation of Teacher Education, and the National Catholic Educational Association. Membership is held in the Sister Formation Conference and in the National Catholic Educational Association, while application for membership in the National Council for Accreditation of Teacher Education is in process. Members participate in the meetings of the Sister Formation Conference and the National Catholic Educational Association.

No information was reported on intergroup relationships of the Board of Governors or the Hospital Advisory Board.

Strengths and Weaknesses in Existing Methods and Procedures

In carrying out intragroup relationships, the following points denoting strengths were listed:

1. The Educational Conference has helped to unify the Provinces;
2. The aims and objectives of the Congregation have come to be more meaningful;
3. There has been a fruitful faculty exchange both during the summer and the scholastic year;
4. The distribution of the published proceedings among the Sisters has been a worthwhile endeavor.

In both intragroup and intergroup relations, the following were favorably noted:

1. Exchange of ideas among administrators and improved public relations throughout the Provinces;
2. The assigning of scholarships for foreign students on an institutional basis, a practice which has provided for an equitable distribution for all five participating colleges.

Weaknesses regarding both internal and external relationships were seen in:

1. Lack of sufficient communication;
2. Poor timing of meetings;
3. Inconvenience in attendance because of distances.

Franciscan Educational Conference ¹²

Historical Background

The Franciscan Educational Conference was established on July 2, 1919, by the Provincial Superiors of the Franciscan Order. The Conference is not incorporated. Its authority is defined in the Constitutions and Bylaws of the Conference.

The Conference's purposes are of two kinds, general and particular. The general aims are twofold: to safeguard the principles and to promote the interests of Catholic education. The particular objectives are threefold: to encourage the spirit of cooperation among Franciscan educators, to advance by study and discussion Franciscan educational work in all its departments, and to offer means and incentives toward the advancement of learning and the pursuit of literary work among the Franciscan friars.

Membership

Membership in the Conference is open to any male Franciscan. The Franciscan sisterhoods or religious communities of women are not members of the Conference, nor are they affiliated with the Conference. They do hold annual meetings under the guidance of the officers of the Franciscan Education Conference.

The Executive Board of the Conference consists of 10 members, including four officers—the President, the Vice-President, the Secretary, and the Treasurer. The four officers are elected annually by secret ballot by the members attending the annual meeting of the Conference. The remaining six Board members, who are known as Commissioners, are appointed for terms of 3 years by the officers.

Meetings

The Conference holds one general meeting annually, usually in August. Executive Board meetings are conducted twice annually—in August and November. Although the site of meetings varies, sessions are always held at one of the Franciscan institutions. Meetings are closed. Minutes and proceedings are published and available.

Some 12 to 15 papers are presented at the annual meeting of the Conference. Recent topics developed at the annual meeting were

¹² Information developed on the Franciscan Educational Conference was supplied and verified by Reverend Sebastian F. Miklas, O.F.M., Cap., Secretary, Franciscan Educational Conference, Capuchin College, Washington, D.C.

distributed among the following areas: philosophy, theology, the arts, and the sciences. The Conference's general meeting also serves as a clearinghouse for the presentation of new ideas.

The Executive Board is charged with the following responsibilities: planning for the annual meeting, determining Conference policies, and carrying out the proposals and resolutions of the annual meeting. Most of the actual work of the Board, however, is done by the officers.

Intragroup Responsibilities and Working Relationships

Responsibilities and working relationships find their source of authorization in the Conference's Constitutions and Bylaws. Principal intragroup relationships are the operation of the various sectional meetings, whose topics of study have covered such areas as psychology, philosophy, theology, the library, the arts, and the sciences, and have provided many opportunities for contacts among the sections themselves and with the Conference officers, who encourage such sectional studies; and the individual contacts the officers have with other Board members and the membership in general. It has been reported that individual members attending the meetings may, on their own initiative, introduce new ideas into their classes.

Intragroup relationships and responsibilities of the Conference extend to the following institutions of higher education, by type and number: major seminaries—35; minor seminaries—16; colleges—10; junior colleges—2; universities—1. The total number of institutions included is 64.

The *Franciscan Studies* and similar publications are produced independently of the Conference. Such publications may be regarded as the fruits of the Conference.

The entire Conference is supported by the individual Provinces. There are no salaries. Operational expenses and travel expenditures are met by the provincial superiors involved.

Staff Personnel

The chief executive officer of the Board is the President. He is elected by secret ballot for 1 year. Other staff members, except for the officer members and commissioner members of the Executive Board, were not identified. No compensation is provided.

Intergroup Relationships

There are no working relationships between the Conference as

such and other similar organizations. Individual Franciscan institutions and members, however, do belong to various educational and professional associations.

Strengths and Weaknesses

Strengths of the Conference are identified as follows:

1. Great freedom enjoyed both by the officers and the members.
2. Breadth and variety in the topics—a strength considered an outcome of this freedom.
3. Fraternal accord through the association of the many Franciscan families.
4. Exchange of ideas and of information provided by the various Franciscan families, who are autonomous, but who have Conference membership.
5. The voluntary character of the membership and of the participation of dedicated members join to produce scholarship and to more nearly insure the implementation of suggestions made by the Conference.

Weaknesses are noted below:

1. Membership, limited actually to those who attend and participate, is small.
2. Officers are perpetuated.
3. A general lack of knowledge of the Conference by Franciscan Friars—a situation based on the Franciscans' practice of attending meetings only when their special fields are under consideration.

Jesuit Educational Association ¹⁸

Historical Background

The Jesuit Educational Association is an unincorporated organization of all Jesuit secondary schools, colleges, universities, and seminaries in the United States and those educational institutions outside the United States, conducted by the American Provinces of the Society of Jesus.

The Association was organized in April 1921 at the first meeting of a Committee of Studies representing the various Provinces of the Society of Jesus in the United States, held at Campion Jesuit High School, Prairie du Chien, Wis. In its present form, repre-

¹⁸ Information developed on the Jesuit Educational Association was supplied and verified by Rev. Edward B. Rooney, S.J., President, and Rev. Eugene F. Mangold, S.J., Assistant to the President, Jesuit Educational Association, New York, N.Y.

senting the individual Jesuit educational institutions of the United States, the Jesuit Educational Association was officially constituted August 15, 1934. The constituting authority was the General of the Society of Jesus, acting upon the petition of the Fathers Provincial of the American Provinces of the Society of Jesus.

The primary purpose of the Jesuit Educational Association is to promote and make more efficient all educational activities of American Jesuits. Specifically, it attempts to accomplish this by coordinating educational efforts, promoting scholarship, conserving the essential elements of the Jesuit educational tradition, cooperating with all educational associations, conducting research, and publicizing Jesuit education and schools.

Membership

Jesuit Educational Association membership is of two kinds, constituent and associate. All educational institutions conducted by the Jesuits of the American Assistance of the Society of Jesus are constituent members of the Association. Jesuit educational institutions located outside the United States but formerly under the jurisdiction of the American Assistancy, as well as Jesuit institutions of the Dominion of Canada, are eligible for associate membership.

The constituent membership of the Association comprises 98 educational institutions: 28 colleges and universities, 20 seminaries for the education of members of the Society of Jesus, and 50 high schools. The associate membership includes 44 educational institutions: 15 colleges and universities, 6 seminaries, and 23 high schools under the jurisdiction of Jesuit provinces either in the Dominion of Canada or in countries outside the United States which were formerly under the mission jurisdiction of American provinces.

Board of Governors.—The government of the Association rests in the Board of Governors and the Executive Committee. The 11 American Provincials of the Society of Jesus constitute the Board's membership. Provincials are appointed by the Father General of the Society of Jesus on recommendation of the Board of Advisers of a province. There are no ex officio members.

All members of the Board are Jesuit priests. There are no specific requirements for term of membership, removal from membership, or filling of a vacancy. Each of these contingencies is automatically acted upon by the Father General or a Father Provincial. Inasmuch as all members of the Board of Governors belong to a religious order, there is no question of compensation in the way of salaries, or per diem and other expense allowances.

Executive Committee.—The Association's Executive Committee consists of the 16 Regional Directors of Studies of the various American Jesuit Provinces.¹⁴ The Regional Directors of Studies are nominated by their respective Fathers Provincial. The President of the Association is appointed by the Father General ex officio chairman of the Executive Committee.

All members of the Committee, Regional Directors of Studies and the Chairman, are Jesuit priests. There is no specific legislation regarding term of membership, removal from office, or filling of vacancies. Such contingencies are automatically dealt with by action of the Father General or of the members of the Board of Governors. Inasmuch as all members of the Executive Committee belong to a religious order, there is no question of compensation in the way of salaries, per diem, and other expense allowances.

Meetings

The Association.—The entire Jesuit Educational Association meets annually. Any member of the administrative or teaching staff of a member institution may attend the regular annual meeting of the Association. Regional meetings of various sections of the Association with a common interest are held frequently.

Board of Governors.—The Board of Governors of the Association meets annually. This meeting is a closed meeting. The meeting rotates among the various American provinces of the Society of Jesus. At this meeting the President of the Association presents his annual report on the status of the Association. All actions of the Board of Governors which concern the entire constituent membership of the Association are communicated to the members by the President of the Association.

Executive Committee.—The Executive Committee of the Association meets twice annually in a closed meeting. The place of the meeting rotates among the 11 American provinces of the Society of Jesus. The minutes of this meeting are restricted to the Board of Governors and the Executive Committee. When necessary or useful, selected excerpts from the minutes of the Executive Committee meetings are transmitted either to the whole constituent membership or to certain specified individuals by the President of the Association.

Intragroup Responsibilities and Working Relationships

The sources of responsibilities and working relationships between the Association and its constituent members are found in two docu-

¹⁴ Some Provinces have two Regional Directors of Studies, one for colleges and universities, the other for secondary schools.

ments: (1) the *Instructio*, a document sent to the American Assistancy of the Society of Jesus in September 1934 by the Reverend Father General of the Society as a guiding set of instructions for the American educational institutions; and (2) the Constitutions of the Jesuit Educational Association, which were drawn up for the guidance and direction of the Association. The Constitutions have the approval of the Father General of the Society, given on the recommendation of the Provincial of the American Assistancy.

Board of Governors.—The general government of the Association is the concern of the Board of Governors. Its authority extends to the member institutions through the individual member of the Board in whose jurisdiction the individual member's institutions are located. Group legislative action by the Board therefore affects individual members through the action of each Provincial with regard to the institutions of the member's own province.

Executive Committee.—The Executive Committee is directly under the Board of Governors (with the President of the Association as *ex officio* chairman of this Committee) in the operation of the Jesuit Educational Association. Its responsibility is largely advisory to the Board of Governors and to individual member institutions. Working relationships are largely coordinating in nature.

Subordinate Agencies, Committees, and Conferences.—Under the direction of the Jesuit Educational Association, there are 24 subordinate working groups, including 8 Commissions, a Research Council, and 15 Conferences. These agencies are identified and discussed below.

Commissions.—At present the Association has eight permanent Commissions: (1) Schools and Departments of Business Administration; (2) Liberal Arts Colleges; (3) Professional Schools; (4) Juniorates; (5) Secondary Schools; (6) Philosophates; (7) Theologates; and (8) Graduate Schools.

The purpose of these Commissions is to study problems of special interest in specialized fields. Each Commission consists of five members, appointed on a rotating basis. Each Commission reports regularly to the Executive Committee and to the Board of Governors and, when useful, to the Annual Meeting of the Association.

Research Council.—The Association also sponsors the Jesuit Research Council of America, whose chief purpose is to instigate and coordinate research in the various colleges and universities of the Association. A full-time lay-Executive Director and a Board of Directors, elected by the various member institutions, govern the Jesuit Research Council. The Research Council operates under the general direction of the Executive Committee and the Board of Governors of the Association.

Conferences.—In addition to the Commission and the Research

Council, the Association sponsors the following 15 Conferences: Jesuit Alumni Administrators; Jesuit Dental Schools; Jesuit Schools of Engineering; Finance Administrators of Jesuit Institutions; American Jesuit Historical Conference; Jesuit Teachers of Theology; Jesuit Law Schools; Jesuit Library Conference; Jesuit Medical Schools; Jesuit Schools and Departments of Nursing; Jesuit Student Personnel Administrators; Jesuit Philosophical Association; Presidents of Jesuit Colleges and Universities; Jesuit Seismological Association; and Jesuit Schools of Social Work.

These Conferences are composed of groups from various schools with the same common objectives or of groups of individuals having the same academic or administrative function in the individual schools. The Conferences report through the Executive Committee to the Board of Governors, and, when useful, to the Annual Meeting of the Association.

Office Operations and Staff

Funds Allotted.—The operating expenses of the Central Office of the Association are paid by the Provinces of the American Assistancy according to a scale based on the manpower strength of each Province. The Provinces in turn are reimbursed by the member institutions within their jurisdiction.

Staff Personnel.—The chief executive officer is the President of the Association. A general administrative background and a suitability for the tasks involved are general qualifications for this office. The President is appointed by the Father General of the Society of Jesus upon the recommendation of the Board of Governors. There is no set tenure involved in the President's office. As ex officio chairman of the Executive Committee, his functions are to preside at all meetings of the Executive Committee and to supervise and coordinate the affairs of the Association. As previously mentioned, he receives no salary.

The President of the Association has two assistants, one for the general operation of the Association and one for higher education. General administrative background and a suitability for the tasks involved are the principal qualifications for the position of Assistant to the President. The Assistants are nominated by the President in consultation with the Executive Committee and appointed by their respective Provincials. Neither salary nor tenure is involved. Members of the central office secretarial staff are lay persons and are thus salaried.

Relationships with Other High Education Boards and Agencies .

The Jesuit Educational Association maintains working relation-

ships with various other educational groups and agencies, both public and private. The agencies are both regional and national in scope. Relationships are fostered by such means as holding membership in intergroup organizations; correspondence and personal contacts with members of such organizations; attending and participating in intergroup meetings; representation on intergroup panels and committees; assisting in intergroup planning; and providing speakers, consultants, and advisers as required for intergroup purposes. Some of the values which have resulted from these and related practices are the improvement in cooperation among the different groups, increased facility in intergroup communication, a freer interchange of ideas, mutual assistance in the identification and solution of problems, and a greater total impact on the forward thrust of higher learning.

Notre Dame de Namur Educational Association¹⁸

Historical Background

The Notre Dame de Namur Educational Association, founded in 1960, was formally organized at a meeting in Chicago. This meeting was attended by the Provincials and representatives of the five American Provinces.

The Association has a Board of Directors, whose authority is derived from a written Constitution. The purposes of the Association are stated as follows:

1. To increase the effectiveness of educational activities by promoting a spirit of unity and cooperation among the American Provinces;
2. To make adjustments to national and local needs;
3. To promote scholarship and the professional growth of the members;
4. To study current trends in education at all levels.

An Executive Committee, also formed in 1960, receives its authority directly from and through the Board of Directors. The purposes of this Committee are twofold: to study the current trends in education on each of the levels of education and to make recommendations for the benefit of the entire group; and to promote an understanding of the problems on the various levels of education through sharing of ideas and the discussion of mutual problems.

¹⁸ Information developed on the Notre Dame de Namur Educational Association was supplied by Sister Columba, S.N.D., Vice President for Academic Affairs, Trinity College, Washington, D.C.

Membership

The Board of Directors has a total membership of five, who are the Provincials of the five American Provinces. These Provincials are ex officio members whose term of office is 1 year. All Board members are also members of the Religious Community and are professionally prepared for the works of the apostolate within the Community.

The Executive Committee has a total of four members, elected to represent each of the four levels of education: elementary, secondary, higher, and Sisters' education. Their term of office is 1 year.

Meetings

The Board of Directors conducts a closed meeting annually in the Province designated as the meetingplace for the given year. Arrangements are made with the National Catholic Educational Association Annual Convention Chairman to schedule the annual meeting of the Notre Dame Association to coincide with the place and dates of the NCEA meeting.

Business transacted at this meeting generally covers the following areas:

1. Discussion of problems on the various educational levels and making recommendations for the benefit of the entire group;
2. Study of trends in education in general and on all levels;
3. Election of new officers who will plan the agenda and preside over the next year's meeting.

Minutes of the meetings are not available. Proceedings are published for the Congregation only.

Since the Executive Committee works closely with the Board of Directors, the information reported above on the Board of Directors is also applicable to the Executive Committee. The Committee, however, has as a special activity the study and reporting on special areas dealing with the liberal arts colleges, secondary schools, and Sister Formation developments.

Intragroup Responsibilities and Working Relationships

The sources of responsibilities and working relationships are specifically stated in the Constitution. All working relationships were reported as coordinating in nature.

There are four institutions of higher education in the Association

—three liberal arts colleges and one junior college. The policy of the Board of Directors involves the discussion of problems and the intellectual stimulation of its individual members. All authority of the Executive Committee is derived from the Board of Directors. Expenses are borne by the Province selected to sponsor the meeting for a specific year.

Staff Personnel

The chief executive officer of the Board of Directors is the President, who is elected for a term of 1 year. The functions of this officer are to supervise the agenda for the meeting, to preside, and to act as a coordinating agent among the various groups when the meeting is in session.

The Executive Committee works closely with and under the Board of Directors. The Committee has no chief executive officer or other staff personnel. Salary, travel expenses, and other costs for the chief executive officer are not provided.

Intergroup Relationships

Individual members and institutions of the Sisters of Notre Dame de Namur belong to a number of other educational organizations such as the National Catholic Educational Association, National Catholic Welfare Council, Sister Formation, Conference of Major Superiors, and regional associations. The Board of Directors as an organized group has no membership in any other outside organization. The same information applies to the Executive Committee.

Strengths and Weaknesses

The Notre Dame de Namur Educational Association considers its greatest strength to be the fulfilling of the purposes for which it was established. It was pointed out that although the Association was only recently organized, there has been a fine spirit of cooperation among the members of the Religious Community and its institutions of higher education. Very fine working relationships exist between the Executive Committee and the Board of Directors, especially in the coordination and cooperation made on all the levels of education represented in the Committee's activities and membership. No weaknesses were identified.

The Religious Sisters of Mercy of the Union Educational Conference ¹⁶

Historical Background

The Educational Conference of the Sisters of Mercy of the Union is an unincorporated organization of the various branches of the Sisters of Mercy working in nine Provinces in the United States.

The Union was established at a meeting of the various Provincial Superiors on August 28, 1929. This group sought and received the approbation of the Holy See for a 7 years' trial on January 20, 1931. On July 2, 1940, the Sacred Congregation in charge of the Affairs of Religious approved and confirmed the Constitutions. An Educational Conference was formed by the same group, together with the academic heads of the organization, at Atlantic City in the Easter Week of 1953. It was reorganized in 1961. Its Constitutions and Bylaws have been repeatedly revised. The final revision occurred on November 20, 1962.

Purpose

The purposes for which the organization was founded are as follows:

1. To provide leadership for the Provinces and the members;
2. To advance the educational work of the Sisters of Mercy in accordance with the aims of Catholic education;
3. To recommend broad policies for implementation on the Provincial level;
4. To assist in the promotion of the spiritual, intellectual, professional, and apostolic growth of the Sisters;
5. To encourage the spirit of mutual helpfulness and cooperation in promoting educational progress;
6. To draw on the resourcefulness of all members of the Institute in order that continuous development and improvement be made in the works entrusted to the Institute.

Membership

Membership consists of three levels of educational institutions—elementary, secondary, and higher. All Sisters of the various Provinces engaged in work at any of these levels belong to the Educa-

¹⁶ Information developed on the Religious Sisters of Mercy of the Union Educational Conference was supplied by Sister Mary Jeanne Ferrier, R.S.M., Bethesda, Md.

tional Conference. The present study is concerned with the higher education level.

The General Council has five members, elected by the General Chapter for a term of 6 years, with provision for reelection for a second term. A minimum age of 40 years and experience in the duties of their respective offices are required. All are Religious, professionally prepared for teaching, nursing, or social work. There are no provisions for overlapping terms. Removal from office may occur by decisive vote of the Council with approval of the Holy See. Vacancies are filled by new appointments through the General Council. There are no salaries, since all the members are Religious.

The General Advisory Board has nine members, eight of whom are appointed by the Mother General, who holds office ex officio. There are no age specifications. A minimum of an M.S. degree, personal qualifications, and experience are requirements for membership on the Board. All Board members represent higher education. The Mother General holds office on the Board for the length of her term as Mother General; the eight others serve 4-year terms, which are overlapping, four members being appointed to the Board biennially. Appointment is by the Mother General with the approval of the General Council. Removal occurs automatically by rotation of members, and, in special cases, by action of the Mother General. Vacancies are filled by the Mother General with the approval of the General Council. There are no salaries.

The Provincial Advisory Board has 7 to 15 members, appointed by the Mothers Provincial and their Councils with the approval of the Mother General and the General Council. The Mother General holds office ex officio. There are no age specifications. Educational qualifications call for an M.S. or its equivalent background of experience. Vocationally, teaching, nursing, and social work must be represented among the members. The term of office varies in each of the nine Provinces. There are no provisions for overlapping terms. Removal is handled by the Mother Provincial and her Council, as is the filling of vacancies. There are no salaries.

Meetings

The General Council has regular, weekly closed meetings, plus approximately 15 special meetings, during the year at the General Motherhouse, Bethesda, Md., where the Mother General and the General Council reside. There they transact business as prescribed by Canon Law. A quorum of three is required. The nature of the business transactions is as follows.

1. Appointment of Provincial Officials, who in turn appoint personnel of colleges and other higher institutions of learning;

2. Approval of extraordinary expenditures, of loans, and of plans for building programs;
3. Establishing broad policies for institutes of higher learning. The minutes are kept on file in the Generalate.

The General Advisory Board holds two open and two closed meetings, three regular annual ones and, if necessary, two more, the time and place of which are determined by the chairman as availability of accommodations, travel convenience, or other considerations suggest. The quorum requirement is five. The nature of the business transactions is as follows:

1. Election of officers from among their own members;
2. Approval of Board expenditures;
3. Making recommendations to the Mother General and the General Council for the development of the Institute;
4. Approval of methods to carry out the Board's functions.

Copies of the minutes are distributed to each member and also to each member of the General Council.

The type, frequency, and quorum requirements of meetings of the Provincial Advisory Board vary in each of the nine Provinces. Time and place are determined by the Mother Provincial as designated in the Bylaws. The nature of their business transactions is as follows:

1. Electing officers from among their own group;
2. Preparing agenda for provincial educational conferences;
3. Making recommendations concerning higher education of Sisters;
4. Formulating recommendations for the Mother Provincial and her Council to aid them in administering the Province.

Copies of the minutes are distributed to the members and to the Mother Provincial and her Council.

Intragroup Responsibilities and Working Relationships

The specifically stated sources from which flow the General Council's responsibilities and working relationships are Canon Law, the Constitutions of the Sisters of Mercy of the Union, and the Union's book *Customs and Guide*.

Responsibilities are identified as governing, coordinating, and advisory in type and affect 67 institutions of higher learning—10 colleges and 57 schools of nursing. Areas under the control of this Council include:

1. Policy—Recommendations to Provincial Councils;
2. Planning and financing of buildings—Advice and approval to Provinces;
3. Personnel—Advice to Provincial Council in regard to admin-

istrators; Appointment for faculty exchange and studies in foreign countries; Advice to Provincials on student relations.

4. Curriculum—Advice and suggestions on timely courses of study.

Other programs and procedures are implemented on the Provincial level.

The General Advisory Board's authority comes from the Mother General, and is also regulated by the Constitutions and Bylaws of the General Advisory Board. Responsibilities are coordinating and advisory and cover the same 67 institutions as do those of the General Council. The Board makes recommendations on policy to the Mother General. The Board also advises the Mother General on physical facilities, teacher exchange, studies in foreign countries, students, and curriculum.

The Provincial Advisory Board also derives its responsibilities through the authority of the Mother General, through the Mothers Provincial with their respective Councils; and from the Constitutions and Bylaws of the Advisory Board. Its scope of responsibility varies with each province. Among other things, it directs attention to the specialized talents of Sisters. In all areas, it is advisory, making recommendations to the higher level boards and officers. Programs and procedures in each province are handled by committees.

In the fall of 1962, three Commissions were appointed subsidiary to the General Advisory Board, namely the Sister Formation Commission, the Presidents' Commission, and the Nursing Education Commission.

Staff Personnel

Funds for operational expenses come from the annual contributions of the nine Provinces. No capital expenses occur. No salaries are paid because all are religious. The Chief Executive of the General Council is the Mother General. Her qualifications are those required by Canon Law and the Constitutions of the Union. She is elected by the delegates at the General Chapter for a term of 6 years with provision for reelection for a second term. Her functions include governing, administering, and providing leadership. Assisting her are four Councilors General, a Secretary General, and a Procurator General. Qualifications and methods of selection are the same as those for the Mother General, but the term of office differs, as all may be reelected for any number of terms.

This executive arrangement functions completely and effectively. It could be strengthened by additional personnel trained for administration in higher education, with no secondary duties to impede their total effectiveness.

The Mother General is also the *ex officio* president of the General Advisory Board. Training and experience, plus outstanding personal qualities, are required for membership. The Board has a Chairman, Vice-Chairman, Secretary-Treasurer, and five other members, all appointed by the Mother General with the approval of the General Council. Their term is 3 years, four being appointed biennially. Their functions are:

1. To keep the General Council informed;
2. To provide channels of communication to major superiors;
3. To advise the General Council;
4. To direct attention to special talents;
5. To plan and administer educational conferences on the Generalate level.

This Board is still in the experimental stage.

At the provincial level, the Provincial Advisory Board works similarly to the General Advisory Board, except that the Mother Provincial is the chief executive officer and that the membership consists of 7 to 15 Sisters (depending on the Province), elected for 3 years. This board is expected to provide leadership on the Provincial level and, therefore, its members must possess training, experience, and personal qualifications pertinent to their duties. They are advisory to the Mother Provincial and her Council, and administer the Educational Conference on the Provincial level. They also direct attention to special talents. This Board, too, is in the experimental stage.

External Relationships

All of the boards of this Educational Conference have varied active external relationships as listed below:

The General Council maintains relationships with:

1. The Catholic Conference of Schools of Nursing;
2. The Catholic Hospital Association;
3. The Conference of Major Superiors;
4. The National Catholic Educational Association;
5. The National Catholic Welfare Conference;
6. The Sister Formation Conference.

The General Advisory Board maintains relationships with:

1. The Association of College Presidents;
2. The Catholic Conference of Schools of Nursing;
3. The Catholic Hospital Association;
4. The National Catholic Educational Association;
5. The National Catholic Welfare Conference;
6. The National Council for Accreditation of Teacher Education;

7. The National League for Nursing;
8. The National Commission on Teacher Education and Professional Standards;
9. The Sister Formation Conference;
10. Regional Accrediting agencies;
11. State agencies.

The Provincial Advisory Board maintains relationships with several of the above organizations on national, regional, State, and local levels through institutional membership as well as individual memberships.

The various external relationships of the three Boards are maintained through organizational membership, by individuals as well as institutions; attendance at meetings and workshops; serving in official positions; and participation in committees and panel discussions.

Strengths and Weaknesses in Existing Methods and Procedures

The General Council functions efficiently through an effective organizational and administrative structure. Its particular strengths lie in:

1. Fruitful meetings with the advisory boards;
2. Meetings with chairmen of boards of trustees of the colleges;
3. Meetings of presidents and deans and other college personnel;
4. Meetings of guidance personnel (Mistresses of Formation);
5. The annual Mercy Educational Conference during the NCEA Convention;
6. Biennial hospital meetings for personnel of health institutions.

Time is needed to determine the exact strengths and weaknesses of the General Advisory Board. So far, its strengths are shown in:

1. Knowledge of personnel, which makes effective recommendations to the Mother General and the General Council possible for the extension and development of the works of the Sisters of Mercy;
2. Efficient public relations;
3. Effective organization for implementing policies through the Mother General and the General Council.

The Provincial Advisory Board is an excellent resource group to aid the Mother Provincial in making the best use of religious personnel and in developing their full potential. Other strengths are:

1. Effective organizations;
2. Good public relations;
3. Implementation of policies through the Mother Provincial and the Provincial Council;

4. Operation, on the Provincial level, of trained consultants in personnel management.

The organization is at present in the process of establishing a number of Commissions on all levels of education, including nursing and social work, all designed to further advance progress in every field of action in which the Sisters of Mercy are engaged.

Time is needed to determine weaknesses, since the Boards have functioned for only 2 years.

The Vincentian Congregation of the Mission Educational Meetings ¹⁶

Historical Background

The Vincentian Educational Meeting is an unincorporated organization of Vincentian institutions of higher education in the Central and Western United States. It embraces the Western Province proper and the Vice-Provinces of Los Angeles and New Orleans.

Originally, the Vincentian Province, which was established in 1835, covered the entire United States. In 1888, a separation into Western and Eastern Provinces took place. The Western Province later established the two daughter-Provinces of Los Angeles and New Orleans.

To assure a unified effort at solid scholastic training in the Vincentian Community's established tradition, a Provincial Council was created following the founding of the Province, under the requirements of Canon Law and the Constitution of the Congregation of the Mission. The Vincentian Congregation of the Mission Educational Meeting originated at an informal discussion of the various deans at a Provincial meeting in 1947. The Visitor (Provincial Superior) approved the deans' initiative in launching the organization, which has constitutional status.

The primary purpose of the Vincentian Educational Meeting is the promotion and coordination of the educational activities of the Congregation of the Mission (C.M.). Specifically, it aims to do so by (1) coordinating courses and tests in the various institutions, (2) coordinating educational efforts among member institutions, (3) promoting scholarship, and (4) seeking solutions to mutual problems in education and administration through mutual discussion and exploration.

¹⁶ Information developed on the Vincentian Congregation of the Mission Educational Meetings was supplied and verified by Reverend Joseph C. Bronars, C.M., Academic Dean and Registrar, Cardinal Glennon College, St. Louis, Mo.

Membership

The Vincentian Provincial Council is composed of five members—one Visitor and four Counselors. The Visitor holds office in the Council ex officio, though his appointment as Visitor comes from the General of the Congregation. The four Counselors are appointed by the Superior General, with the consent of the Council and the advice of the Visitor. The minimum age requirement is 30 years. Educational requirements are those set by the Congregation. Religious and vocational qualifications demand that the Visitor be a professed priest member of C.M. for at least 10 years; for the Counselors it suffices that they be professed priests religious of C.M. The term of office is 6 years. There are no provisions for overlapping terms. Removal occurs with expiration of the term, or—for a cause—by fiat. Vacancies are filled through appointment by the Superior General. All members of the Council are Religious. They receive no salaries, per diem expenses, or other allowances. Necessary expenses are paid by the Province.

Membership in the Vincentian Educational Meeting (VEM) includes all Vincentian priests of the Western Province. No age limit is set as a requirement for membership. The great majority of members have graduate academic or ecclesiastical degrees.

The Board of the Vincentian Educational Meeting has 16 to 20 members. The Visitor is an ex officio member of the Board, as are the Provincial Director of Studies and the rectors and deans of the various institutions of higher education which make up this group. (Appointments to the offices of Provincial Director of Studies, Director, and Dean are made by the Visitor). Any other members of the Board are appointed directly by the Visitor.

There are no age limits for Board membership. Members must be professed priests of the Congregation, which presupposes academic or ecclesiastical degrees. Rectors serve a term of 3 years on the Board. For others, no length of term is specified. No mention was made of methods for removal or filling vacancies. There are neither salary nor per diem provisions. All expenses are paid by the Province and, in special cases, by individual institutions.

Meetings

The Vincentian Provincial Council holds regular closed monthly meetings and occasionally a special meeting at the St. Louis Provincial headquarters. Constitutional regulation and convenience prescribe the time and location. A majority of the members constitute a quorum for business. Transactions of the Council include the

following: assignment of Vincentian personnel to various higher institutions; appointment of top administrators; budgeting and financial supervision for three institutions owned by the Congregation; shaping policies for meeting new educational trends and problems; acting as legal Board of Control for De Paul University; and acting as Board of Trustees for the other institutions. Minutes of the meetings are not available.

A regular open meeting of the VEM is held annually, and takes place at one of the institutions chosen for travel convenience and availability of accommodations. At this annual meeting, various problems are considered in departmental or sectional sessions. Mimeographed, privately distributed minutes and programs are provided.

A regular open meeting of the Board of the VEM is also held annually, the time of this meeting coinciding with that of the meeting of the VEM itself. The nature of the business considered by the Board is shown in the following:

1. Discussion and exploration towards solution of mutual problems;
2. Exchange of ideas;
3. Information on new developments and directions in the educational field;
4. Advice and recommendations for member institutions.

Minutes of the meeting are mimeographed and privately distributed.

Evaluation of the Vincentian Educational Meeting.—During its comparatively short history, the VEM has already contributed appreciably to scholastic advancement. However, the organization is still in the early stage of development. The Educational Meeting Board is described as:

1. Constantly evolving;
2. Small enough to be effective;
3. Having some haziness about responsibilities;
4. Having effected considerable contributions to educational advancement, especially in the seminaries.

Intragroup Responsibilities and Working Relationships

Because of the individual nature of each type of higher education institution involved, the responsibilities of the organizations for the institutions vary.

The Provincial Council's responsibilities and working relationships are specifically stated and required by Canon Law and the Congregation's Constitution. For De Paul University, the Council stands as the legal Board of Control, with clearly defined governing-

coordinating powers. For the seminaries, it is *de facto* such a Board of Control. Generally, it may be likened to an institutional Board of Trustees with supervisory and policy-shaping powers, except for those seminaries not owned by the Congregation but simply conducted by Vincentian priests for various dioceses. For these institutions, the Board's control is considerably less.

There are seven major seminaries within the framework of the VEM. They are classified as follows: combined college-theological school—5; separate college—1; and separate theological seminary—1.

The Council exercises control functions in a number of areas, including:

1. *Policy.* As previously indicated, the Council operates as a kind of super-board, as well as an institutional board for each of the several institutions of the Congregation. (This appears to be a rather complex administrative arrangement or mechanism.) As such, it determines and executes matters of policy.
2. *Budget and Finance.* The control functions of the Council in these areas apply to De Paul University and the three Congregation-owned seminaries.
3. *Physical Facilities.* Institutional building plans and capital outlay considerations require the approval of the Council.
4. *Personnel.* The Council appoints all top administrators, as well as certain other personnel of the Congregation.
5. *Program.* The Council maintains a supervisory responsibility over Board curricular and extracurricular programs of the institutions.

Responsibilities and working relationships of the Educational Meeting Board are recommended in the Constitution of the Congregation, but are not required. They are considered permissive in policy, and are advisory in character to the Visitor, the Provincial Council, and the administrators of the institutions involved. The Board's responsibilities cover the same institutions as do those of the Council, and are primarily concerned with curricular and extra-curricular programs and methods.

Staff Personnel

The Visitor is the chief executive officer of the Provincial Council. He must be at least 30 years old, and must have been a priest member of the Congregation for at least 10 years. He is appointed by the Superior General for 6 years, and is responsible for the government of the Province. The Visitor is assisted by the Provincial Economist, another priest member, educationally qualified to handle

financial affairs. He, as well as the four Counselors, are appointed by the Superior General with the consent of his Council and the advice of the Visitor. Salaries are not provided. The Province defrays all expenses.

The principal source of funds for meeting the expenses of personnel participating in the Vincentian Educational Meeting is the Province. Individual institutions also bear some of the expenses of this meeting.

Expenses of the Educational Meeting Board are borne primarily by the individual institutions. The chief executive officer of the Board is the Provincial Director of Studies, a priest member of the Congregation, at least 30 years old, who is appointed by the Visitor, usually for 6 years. His duties are advisory, supervisory, and coordinating in character. There is no salary for this office; expenses incurred are covered partly by the Province and partly by the individual institutions.

Other staff members of the Board include the rectors, deans, and department heads, who hold office *ex officio*, as well as individual Vincentian priests, religiously and educationally qualified and especially appointed by the Visitor.¹⁷ No salaries are provided for Board staff.

Intergroup Relationships

Evidently, the organization as such does not enter into formal institutions hold membership in various national, regional, and State organizations. Individuals from institutions attend meetings of these organizations and participate on committees, in panel discussions and presentations and in various other ways.

Strengths and Weaknesses in Existing Methods and Procedures

With regard to intragroup relationships, it has been suggested that contact with the Eastern Province should be strengthened and improved.

A special problem which has been identified is the difficulty in achieving a unified effort in meeting accreditation requirements, because of the location of the Congregation's institutions within three different accreditation jurisdictional areas with differing requirements.

The attendance of the Director of Studies at meetings of outside agencies and organizations is considered to be of value to the

¹⁷ Rectors and deans are both members and staff of the board. Department heads are staff only.

organization in promoting external, intergroup relationships. However, the attendance of more Board members at such meetings should be encouraged.

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